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ABSTRACT

It was the contention of the Head Start/State Preschool Program of the Greater Los Angeles Community Action Agency (GLACAA) that a self-evaluation would not be workable or effective unless it was a joint process involving delegate agency staff, parents and central administration staff in all phases. The first phase of the self evaluation process involved the development of evaluation instruments for all components of the Head Start program. Twelve separate components were identified: (1) Education, (2) Bilingual, Bicultural Education, (3) Health, (4) Social Services, (5) Mental Health, (6) Parent Involvement, (7) Facilities, (8) Career Development, (9) Nutrition, (10) Volunteers (other than parents), (11) Delegate Agency Administration, and (12) Central Administration. Staff designated by delegate agencies participated in working committees which defined the performance that they considered as meeting performance standards and the performance that they considered unacceptable. After evaluation instruments were developed, steps were taken to get the evaluation team into the field. Next came the evaluation, reflections on the evaluation experience, analysis of evaluation results, evaluation by component, and acting to improve the program. Appendices on Evaluation Instruments, Tables for the Evaluation Results by Component, and Evaluation Reports for Each Component are included. (BJG)

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HEAD START/STATE PRESCHOOL CHILD DEVELOPMENT PROGRAM

ANNUAL EVALUATION REPORT

1972-73

PART II

EVALUATING OURSELVES

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CHILD CARE AND DEVELOPMENT DIVISION

RESEARCH AND EVALUATION UNIT
OF THE PLANNING AND DEVELOPMENT BUREAU

GREATER LOS ANGELES COMMUNITY ACTION AGENCY

Foreword

I served for three and a half years with VISTA as head of the Program Evaluation Division, directing an ongoing nationwide evaluation of VISTA programs. I believe in evaluation as a tool for program improvement.

To be effective, such an evaluation system must have certain things. First, it must reflect a consensus of the program participants about what is important in the program. Second, the criteria to be used in the evaluation must be known to everyone involved. Third, the evaluators must make a hard-headed appraisal of the degree to which satisfactory performance is taking place. Fourth, the results have to be public. And, fifth, action for improvement has to take place.

We were able to meet the first four items to an amazing degree in the self-evaluation recently completed on the Head Start/ State Preschool program in Los Angeles.

Item five, the real reason for such an evaluation, remains to be seen. The June 1974 deadline for program improvement imposed by OCD places a certain imperative upon all of us.

One final word -- when I was with VISTA I felt that self-evaluation was an impossibility. I contended that you cannot ask people to make hard judgments about a program in which they are involved. I said it couldn't be done.

Dr. Ella Nomland, who provided the leadership in the development and implementation of the system, and a host of evaluation team members who carried it out have now proven me wrong.

All I can say now is that I said it couldn't be done and we did it.

Jack Shaffer, Director

EVALUATING OURSELVES

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I. PROGRAM PERFORMANCE STANDARDS

In January 1973 the Office of Child Development published the Head Start Program Performance Standards[1]. These "represent an attempt to further strengthen the quality of services to children and their families" and are viewed as an integral part of the goals and plans for Improvement and Innovation in Project Head Start for the program year 1973/74.

Program policy requirements for Head Start were first published in the Head Start Manual of Policies and Instructions[2] in September 1967. The present performance standards are a clarification and in some cases an extension of the previous policy requirements. They are stated as a mandate: they are OCD's expectations as to the quality of operations which must be maintained by a Head Start Program. If that expected quality does not exist in the program operation, the program must be improved, within a specified time frame, so that it meets performance standards. All programs must be in full compliance by June 1974.

The importance attached to the performance standards was further emphasized through a number of regional and local meetings arranged by OCD for Head Start staff and parents.

1 Head Start Program Performance Standards. Office of Child Development. U.S. Department of Health, Education, and Welfare. January, 1973.

2 Head Start Manual of Policies and Instructions. U.S. Department of Health, Education, and Welfare. September, 1967

II. THE SELF-EVALUATION PROCESS

The Head Start/State Preschool Program of the Greater Los Angeles Community Action Agency is jointly funded by the Office of Child Development and the California State Department of Education. It is administered through fourteen delegate agencies and serves some 7,200 children.

Soon after the publication of the performance standards, the GLACAA Head Start Director proposed that a systematic self-evaluation be undertaken with the expectation that the results would document the strengths and weaknesses in the program and would provide a focus for concerted action toward program improvement.

From the outset, GLACAA's basic position was that such a self-evaluation would be most workable and effective by making it a joint process, involving delegate agency staff, parents and central administration staff in all its phases. We faced this project of self-evaluation with some doubts as to its feasibility, especially since we hoped to complete the entire process as a pilot effort within the current program year, a period of only four months.

It must be stressed that the evaluation was viewed as a pilot project. We expected that it would be a difficult task and that not all the difficulties would be resolved. At the same time we felt a sense of urgency in undertaking it, essential to initiating action for program improvement as soon as possible.

At the completion of the evaluation process we had learned a great deal about the areas in which improvement of the evaluation process was necessary, and we shall return to these at the end of the report.

Phase A: Developing the Evaluation Instrument

The first phase of the self-evaluation process involved the development of evaluation instruments for all components of the Head Start program. We identified twelve separate components:

Education
Bilingual, Bicultural Education
Health
Social Services
Mental Health
Parent Involvement
Facilities
Career Development
Nutrition
Volunteers (other than parents)
Delegate Agency Administration
Central Administration

In March of 1973 letters were sent to all delegate agencies, asking them to designate staff for each of the components to participate in working committees through the month of April. Parents for the working committees were recruited through the Head Start Policy Council. From the names submitted by the delegate agencies and the Policy Council, twelve committees were formed. Not all staff whose names were sent in were included in the committees because we wanted to keep the committees small enough to function as working groups. Some staff not included in the committees came to the meetings even so because of their interest and the importance they attached to the development of the evaluation instruments.

Two half day meetings were scheduled for each component, and all meetings were held at the Head Start Parent Center.

All members of the committees had a working knowledge of the performance standards which were to be the basis for the evaluation. They were also familiar with the self-evaluation form which OCD had developed for the education component. However, for four components - volunteers, career development, delegate agency administration and central administration - OCD had not issued new performance standards, and it was necessary to go back to the 1967 Head Start Manual and other policy issuances. For these committees the task of developing evaluation instruments was generally more difficult because they had the additional task of translating the guidelines of the Head Start Manual into more precise performance standards.

In general, the work of the committees developed along similar lines: to define the performance that they considered as meeting the performance standards and the performance that they considered unacceptable. In many instances there was a

great deal of discussion before a clear statement of acceptable and unacceptable performance to which all members could give consent was formulated, for it was established at the beginning that only those statements would be included which all committee members could support.

As was to be expected the tangible, concrete aspects of the program could be more readily translated into performance measures than the more abstract ones. When the performance standard states that there must be a working fire extinguisher available at each site, there is relatively little question as to what is acceptable or unacceptable. To arrive at an operational definition of "providing an environment of acceptance which helps each child build ethnic pride" is a much more complex task.

The question of how to rate the quality of different performances was discussed by all committees. OCD's self-evaluation form for the education component included a four-point rating scale, and the committees adopted this format but with definitions for each rating somewhat different from OCD's, as follows:

1 means that the performance is substantially below the standards and needs immediate improvement,

2 means that the performance is somewhat below the performance standards and needs improvement,

3 means that performance meets performance standards,

4 means that performance exceeds performance standards.

In addition to the ratings, space was allowed on the evaluation instrument for comments and recommendations.

For some committees it was relatively easy to focus in on the task of developing the evaluation instrument; others needed an initial time for airing grievances and frustrations which they experienced in their work before they could turn to the task. In many of the committees working on the self-evaluation instruments generated a sense of excitement; members frequently commented that developing the performance standards was the best thing OCD had done and that they hoped that they really would be enforced.

In most instances the committees were able to develop an evaluation instrument during the two meetings. This must be considered a substantial achievement: to accomplish it required a high degree of objectivity as well as commitment to a quality program on the part of the committee members since they were agreeing to measures of performance fully aware that the component for which they were responsible at their agency might fall short of expectations.

The evaluation instruments for three components were not finished during the meetings of the working committees and had to be completed by the Research staff. All three were among those for which no 1973 performance standards were available -- career development, delegate agency administration and central administration. However, for the latter two the lack of performance standards was not the only reason for non-completion. On these committees about half of the members were delegate agency project directors for whom time was at a premium during the end of the program year and some of whom participated only on a part-time basis. The committee on central administration must be considered somewhat of a fiasco - for the second meeting, only one member showed up.

After the meetings of the committees, a draft of the evaluation instrument for each component was sent to all members of the committee for that component for review. Relatively few suggestions were made for changes or revisions, and these were incorporated whenever possible.

A copy of the final evaluation instruments for all components was sent to all delegate agency project directors before the evaluation teams went out. (Appendix A contains copies of all evaluation instruments, pp. 17 - 135.)

Phase B: Getting the Evaluation Teams in the Field

1. Composition of Teams

While the development of the evaluation instruments was coming to an end, plans were made to get evaluation teams into the field during the month of May. Again, as with the working committees, a team was set up for each program component which included representatives of central administration staff, delegate agency staff and parents.

Project directors of all Head Start delegate agencies were asked to submit names of staff and parents to serve on the evaluation teams which were to visit the delegate agencies as well as for the team which was to evaluate central administration. One delegate agency refused to have staff and parents participate on the team; all others submitted names.

From the list of names teams were made up in such a way that delegate agency staff and parents served on the team for the component for which they had been designated. All staff and parents were asked to be on the team at least one of the three weeks that the team would operate, in order to ensure some continuity in the evaluation process. On the other hand, they were not asked to serve any longer than a week in order to minimize the hardship to delegate agencies who would have to manage without some of their staff.

GLACAA Head Start staff were assigned as team leaders for each evaluation group except central administration. Staff with a program specialization were used with that component team (e.g. the Nurse with Health, etc.). Field representatives and a staff member from the GLACAA Hunger Action Program provided the leadership for the remaining teams.

At the suggestion of the working committees, some teams also included a person outside the Head Start program who was knowledgeable in the area to be evaluated. Thus the education, mental health and social services teams were, at times, augmented by an outside expert.

There was one exception to the three (or in some cases, four) member teams, namely the delegate agency administration team. Since it dealt with all aspects of administration, it was necessary to double the size of this team and to arrange for a division of labor within the team.

Each team corresponded to one component, with the exception of the education component. Because it is of central importance to the Head Start program and because it could be evaluated best at the class level, we decided that the education team had to be in the field for two days with each delegate agency

rather than one day as with the other teams. In order to accomplish the evaluation within the set time limits, two evaluation teams were set up for the education component. The GLACAA child development specialist served on one team, and an outside child development specialist with experience in the Head Start program on the other. Each of these teams visited seven delegate agencies.

On the assumption that staff and parents from the same agency might hold similar views about the Head Start program and specific aspects of its operation, staff and parents from the same agency never served on the same team at the same time.

The team for the central administration was set up to include two delegate agency project directors, two parents from the Policy Council and two GLACAA staff members from divisions other than Head Start (the Director of the Neighborhood Youth Corps and the Administrative Analyst from the Division of Contracts and Systems).

Finally, no staff members or parents ever served on a team on the day that it was scheduled to visit their delegate agency.

2. Time Schedule

All evaluations were scheduled to be completed during May. It was expected that each team would spend the major part of each day in the field. With each team visiting each of the delegate agencies for one day, with the exception of the education teams which were to spend two days at each delegate agency, it was necessary to arrange 168 visits. These had to be scheduled in such a way that no team was assigned to more than one agency a day and that no agency was evaluated by more than one team a day.

Each agency was provided with the time schedule as well as a separate listing for their agency showing when the different teams would visit it. Each team was given the time schedule as well as a separate listing of the dates when they would go to each agency.

Some rescheduling became necessary in the course of the month, either because delegate agency staff was not available or because teams were incomplete and to compensate for the Memorial Day holiday. But, on the whole, the schedule was pretty much adhered to.

The only team which conducted its evaluation much later than scheduled was the central administration team, primarily because we were late in completing the evaluation instrument. This evaluation took place at the end of June and the beginning of July.

3. Selection of Locations for Evaluation

In some cases visits were scheduled at the administrative office of the delegate agency; in others, at Head Start sites; in still others, at both. Where selection of sample sites was necessary, the following procedure was used:

The education team was to visit three different sites at each delegate agency; one of these was randomly selected by GLACAA staff and two were chosen by the delegate agencies. For the bilingual, bicultural component, two sites in which there were one or more children who spoke a language other than English were selected by GLACAA staff using the monthly statistical reports which shows the number of non-English speaking children at each site. Sites for the facilities component were chosen in most cases by the delegate agencies; where they had not submitted their suggestions by the time the team was to start in the field, sites were selected by GLACAA staff.

4. Training for Evaluation Teams

All team members were asked to participate in a training session prior to going into the field. Four training sessions were scheduled, each including three teams. The procedure for the training consisted of a general session for all three teams at the beginning, followed by separate training sessions for each team.

In the general training session the over-all evaluation procedure was described. It was explained that each team member was expected to complete an individual evaluation form after each visit and that members of the team were then to discuss their individual findings and complete a joint evaluation form. This joint evaluation was to represent the consensus of the team. If, on any particular item, the team could not arrive at a consensus of opinion, the different individual ratings were to be indicated for that item.

We stressed that the task of the evaluation team was to observe, to ask questions, to listen. It was not to lecture, not to give technical assistance, not to discuss their own problems or achievements.

In the separate team training sessions GLACAA staff discussed the evaluation form item by item with the other team members. Procedures necessary to obtain information for evaluations-talking with staff, observing children and teachers in the classroom, checking out a variety of permits, looking at records, etc., were also covered.

Not all team members were present at the initial training sessions. They as well as new members who had to be recruited during the month were given a brief training by the team leader when they joined the teams.

Phase C: Evaluating

GLACAA staff members designated as the team leaders were assigned to the team for the entire period of the evaluating process, whereas delegate agency staff and parents changed at least from week to week. In most cases, the team was made up of no less than three members but occasionally only GLACAA staff appeared at an evaluation site. If this happened, they called in and an attempt was made to recruit at least one delegate agency staff member or one parent at a moment's notice. If we did not succeed, the evaluation visit was usually postponed to another day since we were concerned that the evaluation should not be conducted by GLACAA only. In only a very few cases was it necessary for the GLACAA staff members to proceed alone because we could not recruit other team members in time.

In only two instances did the evaluation have to be postponed at the request of the delegate agency project director or staff because of conflicting appointments. That this occurred in only two of the 168 scheduled visits and that in all but two cases the teams were expected and staff prepared to spend a morning with them, is indicative of the remarkable cooperation of delegate agencies in the evaluation process.

Different teams met at different locales for their evaluation. For the education, the bilingual, bicultural and the facilities component visits to sites were essential. The mental health, volunteer, social services, health, parent involvement and career development teams met at the administrative office of the delegate agency. The nutrition team started at the administrative office but then went to visit a site to observe the children during meal time. The delegate agency administration team met at the administrative office but some of the team members also went to visit sites. In most cases team members interviewed both staff and parents at each delegate agency.

Following their evaluation visit the team members met to discuss the evaluation and complete a joint evaluation form. In almost all cases it was possible for them to reach a consensus; there are very few items for which more than one rating was checked.

(It should, perhaps, be noted that there was no attempt to evaluate the federally funded and the state funded program separately. It would have been impossible, in any case, since there is no separation of children by funding sources.)

As soon as a component evaluation had been completed for an agency, a copy of the joint evaluation was sent to the project director of that agency.

Phase D: Reflecting on the Evaluation Experience

After the evaluation field work was completed, members of each team met with the GLACAA Head Start staff for a debriefing session. We needed to be informed about how team members felt about their experience, what criticisms they had to offer, what changes they might suggest to improve the evaluation process, to what extent the evaluation system reflected the reality of the Head Start operation.

Whatever their reservations about the evaluation process, most team members - parents as well as staff - expressed a feeling of interest and excitement about their participation. Many felt - and this was especially true of parents - that they had gained a much broader, less parochial, perspective of the Head Start program and had learned a great deal in the process.

Some expressed apprehension that the evaluation would remain just an evaluation and that no action would be taken to bring about program improvement. However, some commented that the very process of evaluation had brought about changes. There was a brand-new look to some of the things that they had seen, as if they had been acquired or prepared just prior to the teams' arrival. The evaluation instrument had turned out to be not just an evaluation instrument but a direct impetus to program improvement.

The section on "Planning for a Better Evaluation" includes most of the criticisms that were made. They dealt with better training for and a larger pool of team members, and with ways to facilitate the participation of parents.

Some teams were especially concerned with revising the evaluation instruments. They felt that the measures used were too crude, too insensitive to the reality as they had seen it. It was interesting, however, to note that when asked to rate the agencies with whatever additional insight and understanding they had, their ratings corresponded quite closely to those which the tabulation of the evaluation results had yielded. This, however, does not negate the fact that the instruments need to be improved.

Phase E: Analyzing the Evaluation Results

After all evaluations had been completed the process of tabulating and analyzing the results got under way. We wanted to achieve two purposes with the analysis: one, to get a picture of the strengths and weaknesses of each component; and two, to get a picture of the strong and weak components within each delegate agency. The joint evaluations of each team were the basis for the analysis.

1. Evaluation by Component

We tabulated the ratings on the joint evaluations for each component for all delegate agencies. For instance, each rating for each item on the evaluation form for the mental health component was recorded for each agency on a large spread sheet. On the first tabulation the delegate agencies were identified by name. On a revised table the names were omitted and delegate agencies were tabulated in a different sequence for each component. The revision had the advantage that we could look at the component as a whole without being distracted by our interest in the performance of any particular agency.

From the rating of each performance item across delegate agencies we could tell, at a glance, whether this aspect of the component generally met performance standards or not. For instance, for the bilingual, bicultural component, item 1 (concerning a written plan for that component) and item 5 (dealing with provisions for accommodating the needs of a single child or a small group of children who speak a language different from the rest) received numerous low ratings. Clearly, those items indicated deficiencies in that component. (Appendix B, consists of the tables for the Evaluation by Component, pp. 135-149.)

All team leaders received a copy of the tabulated results for their component and were instructed to prepare a report which addressed itself to four major questions:

> What are the strong points of the component?
>
> What are the weak points or deficiencies of the component?
>
> What action is needed to correct the deficiencies?
>
> Who should be responsible for such action? Delegate Agencies? GLACAA?

They were further asked to be sure that whatever they reported could be backed up by the evaluation results.

In reviewing the evaluation reports we found that, while in most cases the weak and strong points of the components were

clearly identified, the recommended actions frequently lacked specificity or were not assigned priority in terms of urgency of required action. Six areas were identified where a tightening up of recommendations was necessary, and team leaders were asked to revise, where necessary, their reports with the following questions in mind:

(1) A great deal needs to be done in each component to bring it up to performance standards. It is necessary, therefore, to establish priorities among the recommended actions. What are the priorities?

(2) With one exception, none of the recommended actions includes any time frame. When should actions be initiated and when should they be completed? In some cases, action necessary to meet performance standards is a relatively simple one (e.g., getting a fire extinguisher); in others, it is a matter of on-going training which can, perhaps, be divided into phases.

(3) Several components mention the need for written plans to be developed. A number of questions remain, however, unanswered. What kind of technical assistance should be provided and by whom? Who should review plans?

(4) Several components recommend that resources file be developed. What are the specific strategies for doing this? What kind of training is needed and who provides the training? When does the training take place? When should the initial resources file be completed? Who should be involved in developing the resources file?

(5) Several components recommend that additional staff be hired. The reasons for insufficient staff need to be identified. Is the lack of sufficient staff in a component due to the lack of budgeted or the lack of hired staff? If lack of budgeted staff, what are the realistic ratios of children to staff? Is training in budget construction needed? Do different priorities in budgeting for different components have to be established? Is there a relationship between number of staff in a component and the evaluated effectiveness of that component?

(6) Several components recommend that training programs be developed. The necessary action needs to be further specified. Who should be trained? Who should do the training? When should the training take place? Should delegate agencies submit plans for different kinds of training programs they plan to implement? Who should review these plans?

The final reports submitted by team leaders, including the analysis of the strong and weak points of the components and the recommended actions for improvement are presented in Appendix C, pp. 150-219 .

2. Evaluation by Delegate Agency

The tabulation of the evaluation results of all components by delegate agency was completed and an analysis made by team leaders. A series of meetings was held by the Head Start Director, each meeting concentrating on one delegate agency, with team leaders reporting briefly on the performance of their component. These discussions formed the basis for an individual report on each delegate agency which, as with the reports on each component, included an analysis of the weak and strong points of the delegate agency and recommended actions for improvement.

3. Evaluation of Central Administration

The evaluation of the central administration was completed during the third week in July. The report of this team was provided to the Director of Program Operations for GLACAA, to the chairman of the Administrators Forum (the organization of Head Start/State Preschool directors at GLACAA), and to the chairman of the Policy Council.

Phase F: Acting to Improve the Program

A series of conferences between the GLACAA Head Start Director and the project director, policy committee chairman and Board chairman of each delegate agency has been scheduled. The purpose of the meetings is to discuss the evaluation reports and draw up letters of understanding for each agency concerning needed program and administrative improvements. The letters of understanding will indicate clearly who is responsible for improvement, how it is to be achieved, and when it is to be accomplished. The letters of understanding will be made an amendment to the delegate agency contract.

Concurrently plans will be developed for implementing the recommended actions for each component with appropriate GLACAA staff assigned responsibility for implementation.

The GLACAA central administration evaluation includes recommendations for improvement of this portion of the Head Start Program. These will be presented to GLACAA Administration, the Administrators Forum and to the Policy Council. The Head Start Director is assigned responsibility for action on these items.

III. PLANNING FOR A BETTER EVALUATION

The next self evaluation of the GLACAA Head Start/State Preschool Program is planned for January 1974. A number of problems emerged during the current evaluation which must be resolved before then.

A. The self-evaluation instrument needs to be refined.

Team members were asked during the post-evaluation sessions whether they felt that the evaluation instrument covered all aspects of the component adequately or whether significant areas had been omitted.

One recurring comment concerned the question about written plans for different components. We asked in the evaluation whether such plans existed but did not evaluate either the quality or the implementation of plans. Such an evaluation would require a much more extensive period of time than we had allowed for. It is feasible, however, that during the month preceding the next evaluation a thorough evaluation of plans for different components be undertaken and that it become part of the evaluation planned for January.

There were several items in the evaluation instruments which could not be answered satisfactorily because team members were not able to observe the actual performance but had to rely on verbal reports about it. More time will have to be allocated to make the observations possible.

Items in the evaluation instruments were not of equal importance. We were aware of this from the start and rejected the notion to compute an average score for a component. There are two possibilities for resolving this problem. One is to attempt to develop items which are, indeed, of equal importance; the other is to have staff and parents rank the importance of different items, and on the basis of the ranking assign different weights to the items. Perhaps, both possibilities can be implemented: we can try to make the items more alike in importance and then rank and weight them. It seems unlikely that we would succeed completely if we only went the first route.

B. There must be stronger emphasis on the fact that the component and not the staff is to be evaluated.

Some of the teams who recommended that more staff be budgeted for their component, gave the component as a whole a good evaluation. This appears to be a contradiction. If the component is doing so well, why does it need more staff? Apparently, these teams were evaluating staff members in the component, saying that staff was highly competent and doing a good job, and then generalizing to the entire component. Training of the teams for the next evaluation must stress that

it is the component that is to be evaluated and that a component may show up poorly if staff is insufficient, even though competent.

C. Members of the evaluation teams must receive more intensive training.

The rather short training that team members received was primarily one of instruction. They became acquainted with the evaluation instrument but had no actual experience in using it prior to going into the field. Furthermore, some team members, both staff and parents, dropped out, often at very short notice, and we had no trained back-up. While we were often able to find replacements, they had no training except what other team members were able to provide, briefly, as they arrived at the site or the delegate agency administrative office.

It is essential that training sessions for team members be more extensive, including at least one practice evaluation and that substitutes be trained at the same time.

D. There must be provisions for reimbursing parents on the team immediately.

Waiting for reimbursement of incurred expenses is a financial hardship for parents. Planning for the evaluation has to include an estimate of the cost for transportation for parents, baby-sitting and lunch. A fund must be set aside at the beginning of the evaluation out of which parents can be reimbursed the same day that they incur costs.

E. Transportation must be made readily available to parents.

Since Head Start/State Preschool sites are spread out over most of Los Angeles County, parents and staff, more often than not, had to travel long distances to meet their teams. Parents frequently have no car and public transportation might take hours. In many instances, parent involvement coordinators went out of their way to transport parents, and sometimes it was possible for staff to pick parents up at their homes. But even so it appears we lost the participation of a good many parents because of lack of transportation. It is important, therefore, that plans for the next evaluation include provisions for transportation for parents.

Whatever the improvements that are made in the evaluation process, we hope that we can retain the enthusiasm and commitment to the task which characterized the participation of staff and parents in this pilot project.

APPENDIX A

THE EVALUATION INSTRUMENTS

INSTRUCTIONS FOR EVALUATION OF PERFORMANCE

The evaluation system for each component was developed by a committee consisting of delegate agency staff, GLACAA staff and, in some instances, parents.

The evaluation format is a 4-point rating scale on which:

1 means that performance is substantially below the performance standards and needs immediate improvement,

2 means that performance is somewhat below the performance standards and needs improvement,

3 means that performance meets performance standards,

4 means that performance exceeds performance standards.

For each performance standard, we have defined the performance which is substantially below the performance standards and needs immediate improvement; such performance is indicated by (1) in front of the statement describing the performance; and we have defined the performance which meets the performance standard; such performance is indicated by (3) in front of the statement describing the performance.

If your evaluation agrees with the definition of performance which is substantially below the performance standards and needs immediate improvement, circle 1 in the left-hand margin.

If your evaluation agrees with the definition of performance which meets the performance standards, circle 3 .

If you judge the performance to be somewhere in-between (1) and (3), circle (2).

If you judge the performance to exceed the performance standards, circle (4).

After each performance standard, we have left a blank line. If you want to comment on the performance - in addition to the rating - please do so on this line.

On the last page, there is space for you to comment on anything that you feel is not covered or that you want to call special attention to.

Under recommendations, please indicate what action should be taken to improve the program.

EVALUATION OF EDUCATION COMPONENT
AT _____
(DELEGATE AGENCY)

RATING

#1 SPECIFIC PROGRAM GOALS
Written Statement

(1) No written statement of specific program goals is available.

1 2 3 4

(3) Specific program goals are clearly stated in writing and include all goals outlined by OCD (Performance Standards, p. 7).

#2 CLASSROOM ACTIVITIES (INCL. SPACE, MATERIALS & EQUIPMENT)
Dramatic Play and Housekeeping

(1) There is no clearly defined area for dramatic play and housekeeping.

1 2 3 4

(3) There is a clearly defined area for dramatic play and housekeeping and it includes a variety of materials, (housekeeping equipment and doll accessories, furniture, mirror, dress-up clothes for boys and girls, purses and wallets, jewelry, telephones, wigs, typewriters, toy money and cash registers, community workers' hats; at least some of the materials should reflect what might be found in the home, such as lunch pails in areas where fathers use them, etc.) Dolls represent different races, sexes, family roles, etc. All dress-up clothes and wigs are clean and arranged in orderly fashion. Housekeeping materials are in good repair. Doll clothes are clean and mended, easy to put on and take off.

#3 CLASSROOM ACTIVITIES
Block Area

(1) There is no clearly defined area for block play.

1 2 3 4

(3) There is a clearly defined area for block play. It is out of the traffic area and there is ample space for building. A variety of blocks and accessories is accessible to the children:
blocks (including half units, units, double units, pillars, large and small cylinders, curves, triangles, ramps, Y switches, floorboards, roof boards); accessories to extend ideas (including small people and animal figures, auto and freight toys, linoleum squares);

Blocks are easy to reach; ordered, neatly stored, and have smooth surfaces.

Education Component con't

#4 CLASSROOM ACTIVITIES
Manipulative Activity Area

1 2 3 4

(1) There is no clearly defined area for manipulative activity.

(3) There is a clearly defined area for manipulative activity, inside or outside. It includes a variety of materials for use and control of smaller muscles and for eye-hand coordination (blocks, clay, puzzles of various levels of difficulty, stringing beads, hammer-nail sets). It includes a variety of materials which provide practice in use and control of large muscles (large hollow blocks, balance beams, jungle gym, woodwork). All materials are in good condition (e.g. no pieces are missing from puzzles)

#5 CLASSROOM ACTIVITIES
Woodworking Area

1 2 3 4

(1) There is no evidence of woodworking activities.

(3) There is evidence of woodworking activities and a variety of materials is available (hammer and nails with large heads, screwdriver and screws, hand drill, saw, vise, soft wood, spools, jar lids, wire, old wheels, scrap wood, sandpaper). Woodwork supplies are in good repair (sharpened saws, usable tools, straight nails). There is ample working space, inside or outside, out of traffic area. There is adequate storage space for woodworking materials. Woodworking activities must be well supervised.

#6 CLASSROOM ACTIVITIES
Books and Language Activity Area

1 2 3 4

(1) There is no clearly defined area for books and language activity. (There are no books).

(3) There is a clearly defined area for books and language activity. There is a relatively quiet and comfortable corner where the child can look at books. Books are in good repair, attractively displayed and include a variety of subject matter. A variety of materials are available to stimulate language development (puppets, flannel boards, tape recorder, pictures and photographs). Books are age-appropriate.

Education Component con't

#7 CLASSROOM ACTIVITIES

Science and Math Activity Area

1 2 3 4

(1) There is no evidence of science and math activity.

(3) There is evidence of science and math activity. There are materials which stimulate concept formation:

items that introduce number concepts like counting, measure, weight, balance (buttons, rulers, homemade scales, unit blocks, counting cubes, measuring cups, spoons); items with which to observe nature;and the environment, (magnifying glass, see-through containers for seeds, thermometers, mirrors, pulleys, old clocks).

Materials are available which promote sensory experience of different kinds; that

provide feeling and touching experiences (clay, finger paint, water, sand fabric, sand paper;) provide smelling experiences (flour, paint, perfume, vinegar, spices, soap, flowers)

Materials are available and displayed which arouse curiosity and participation.

#8 CLASSROOM ACTIVITIES

Creative Arts and Crafts Activity Area

1 2 3 4

(1) There is no evidence of children's creative art work.

(3) There is evidence of children's creative art activity. Art materials are available which allow the child to freely explore and express his own ideas.

Basic art supplies are organized and accessible:

paper (many sizes and kinds, like newsprint, colored construction paper, tissue, crepe, metallic); brushes(different widths); paint (tempera for easel, finger paints in many colors); clay and play dough (homemade or bought); collage materials (buttons, beads, seeds, yarn, scraps, sponges); mounting materials (glue, paste, masking and scotch tape); punch, stapler, paper clips, scissors, rubber bands.

Art materials are clean and ready to use (e.g., paint colors are clean and separated).

Education Component con't

#10 CLASSROOM ACTIVITIES

Music Appreciation

(1) There is evidence of music and rhythmic activities. Dancing, movement and singing are not part of the program.

1 2 3 4

(3) There is evidence of music and rhythmic activities. There is a variety of materials which promote listening skills (musical instruments, records, tape recorder, outdoor sounds). Dancing, movement and singing are regular parts of the program.

#11 CLASSROOM ACTIVITIES

Water and Sand Activity Area

(1) There is no evidence of water and sand (or sand substitute) activity.

1 2 3 4

(3) There is evidence of water and sand(or sand substitute) activity and a variety of materials for such activities is available (plastic pans and tubs, equipment to pour, squirt, strain, float, sink, measure, blow bubbles).

#12 Outdoor Equipment and Activities:

The following rating applies to each of the categories listed below:

(1) Equipment or activity is not available.

1 2 3 4

(3) Equipment or activity is available, is age-appropriate and equipment is in good repair:

Equipment (trikes, swings, slides) and games with turns;
Toys which allow for more than one child (wagon);
Game with Balls, bean bags, ropes;
Smooth, flat surfaces for running, hopping, jumping activities;
Climbing apparatus (trees, jungle gym, ropes, ladders, steps, large crates);
Throwing and catching, bouncing, kicking (balls, bean bags);
Pulling, pushing, hauling, lifting (large blocks, wagons, boxes);
Jumping and balancing (tires, boards, ramps);
Crawling (tunnels of barrels, sewer pipes, jungle gym);
Pedaling (trikes, trainer bikes).

Education Component con't

#13 Staff

Implementation of specific program goals

The teaching team works together to implement the specific goals of the education program;

(1) Teaching team members contradict each other.

1 2 3 4

(3) They are supportive of each other and divide jobs to be done equally.

#14 Staff

Daily Planning and Evaluation Meetings

(1) Staff does not meet after class to discuss program and children.

1 2 3 4

(3) Staff meets daily after class to evaluate and plan for next day.

#15 Staff

Relationships with staff in other components

(1) Teaching staff seldom (once or twice a year) meets with staff in other components.

1 2 3 4

(3) Teaching staff and staff in other components meet monthly (either individually or as a group)

#16 Staff

Relationships with parents

(1) Teaching staff does not make home visits.

1 2 3 4

(3) Teaching staff makes 3 or more visits to the house of every child.

#17 Staff

(1) Teaching staff does not provide for regular parent conferences or educational meetings for parents.

1 2 3 4

(3) Teaching staff provides for parent conferences or for regular educational meetings for parents.

Education Component con't

#18 Staff

Supervision of children

2 3 4

(1) Children are observed to be playing unsupervised and adults are socializing during class hours.

(3) All members of the teaching team are involved with children in different areas of room or/and yard.

#19 Staff

Planning and evaluation

1 2 3 4

(1) The teaching team does not have a method for recording children's progress or observing children.

(3) The curriculum is planned to promote individual childrens' progress utilizing written observations.

#20 Emotional-Social Atmosphere

Emotional Atmosphere

1 2 3 4

(1) Children are not free to move about and explore, and seem hesitant to approach adults.

(3) Children are relaxed and interact freely with each other and adults.

#21 Emotional-Social Atmosphere

Healthy Self Concept

1 2 3 4

(1) Children's questions are ignored.

(3) There is evidence of provision for awareness of self; mirrors, photographs, drawings of self, etc.

#22 Intellectual Growth

1 2 3 4

(1) There is no recognizable program for teaching symbol recognition in numbers, words, forms, shapes, and value.

(3) There is regular and repeated experience using symbols through labels, letters, numbers, shapes, manipulative materials, puzzles, active games, songs, comparison and value, appropriate to the age and developmental level of the child.

Education Component con't

#23 Respect

1 2 3 4

(1) Demeaning actions or words are directed to children. Child is labeled as good or bad.

(3) Teachers show respect for each child by listening, responding, one-to-one contact. Child is not labeled (good or bad). Teachers talk directly to child at child's eye level.

#24 Independence

1 2 3 4

(1) Teaching staff does not provide opportunities for the child to develop independence. They do everything for the child.

(3) Teaching staff lets children do things for themselves (e. g., pour milk, put on coat, serve own food). Child initiates play activities and plans activities with staff.

#25 Daily Schedule

1 2 3 4

(1) There is no daily schedule.

(3) A daily schedule is posted which shows that planning for consistency, flexibility and a well-balanced day for the children has been developed, with input from the teaching team.

#26 Daily Schedule

1 2 3 4

(1) The schedule is rigid and does not allow for flexibility.

(3) A good schedule includes individual, self-directed activities, small group activities and large group activities, both indoor and outdoor activities; both short and long periods with flexible transitions, with time allowed for putting away and clean-up.

#27

1 2 3 4

(1) There is no evidence of a balance of spontaneous and structured activities that facilitate learning.

(3) The program provides for a balance of spontaneous and structured activities.

COMMENTS:

_____

_____

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RECOMMENDATIONS:

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_____

This evaluation was completed by: _____
(NAME)

DATE: _____

Check one:
_____GLACAA Staff
_____Delegate Agency Staff
_____Delegate Agency Parent
_____Other

EVALUATION OF BI-LINGUAL, BI-CULTURAL EDUCATION

at_____
(Delegate Agency)

RATING

#1

(1) No written plan for bi-lingual, bi-cultural education is available.

1 2 3 4

(3) There is a written plan for bi-lingual, bi-cultural education.

#2

(1) The child is not allowed to speak his home language.

1 2 3 4

(3) The child is allowed to speak his home language.

#3

(1) The child is not encouraged to learn a second language.

1 2 3 4

(3) The child is encouraged to learn a second language in the course of his daily activities.

#4

(1) In a class in which the majority of the children speak a language other than English, no adult who speaks the children's language is present to interact regularly with them.

1 2 3 4

(3) In a class in which the majority of the children speak a language other than English, an adult who speaks the children's language is present to interact regularly with them.

#5

(1) No provisions are made to accommodate the needs of a single child or a small group of children who speak a language different from the rest.

1 2 3 4

(3) Provisions are made to accommodate the needs of a single child or a small group of children who speak a language different from the rest.

Bi-lingual (Cont'd)

RATING

#6

1 2 3 4

(1) The curriculum is planned in English only.

(3) The curriculum is adapted to the language which the child speaks most easily or is most comfortable with.

#7

1 2 3 4

(1) Parents are not included in curriculum development for bi-lingual, bi-cultural education.

(3) Parents are included in curriculum development for bi-lingual, bi-cultural education.

#8

1 2 3 4

(1) Even though there are one or more children in the classroom who speak a language other than English, no books in the child's home language or relevant to his ethnic background are available.

(3) There are books in the child's home language and relevant to his ethnic background available in the classroom.

#9

1 2 3 4

(1) Even though there are one or more children in the classroom who speak a language other than English, stories are not told in the child's home language and no stories which are relevant to the child's ethnic background are included.

(3) Stories are told in the child's home language and stories relevant to his ethnic background are included.

#10

1 2 3 4

(1) Parents and other community people are not involved as resource people in bi-lingual, bi-cultural education.

(3) Parents and other community people are involved as resource people in bi-lingual, bi-cultural education.

#11

1 2 3 4

(1) There are no play materials relevant to the child's ethnic background available in the classrooms.

(3) Play materials relevant to the child's ethnic background are available in the classroom (e.g., dolls, puppets, games).

LEARNING

#12

(1) Music activities do not include ethnic songs and dances and ethnic instruments.

1 2 3 4

(3) Music activities include ethnic songs and dances and ethnic instruments.

#13

(1) Only traditional majority foods are included in the menu and in the curriculum on food.

1 2 3 4

(3) The curriculum on food and the menu include a variety of ethnic foods.

#14

(1) Visual and other curriculum aids concerning health are not available in the child's home language.

1 2 3 4

(3) Visual and other curriculum aids concerning health are available in the child's home language.

#15

(1) No adult who speaks the child's home language (and can act as an interpreter to the nurse or doctor if necessary) is present at the child's health examination and screenings.

1 2 3 4

(3) At the child's health examination and screenings an adult is present who speaks the child's home language (and can act as an interpreter to the nurse or doctor if necessary).

#16

(1) No provisions are made to have the child's needs and development assessed by a person who understands the child's home language (whenever such assessment involves oral communication).

1 2 3 4

(3) Assessment of the child's development and needs (whenever such assessment involves oral communication) is made by a person who understands the child's home language (mental health staff, social worker, nurse, teacher).

.TING

#17

(1) Even though there is a substantial number of parents who speak a language other than English, information (about the child's activities, the Head Start program, parents' activities, community resources) is not made available to them in their home language.

1 2 3 4

(3) Where there is a substantial number of parents who speak a language other than English, information (about the child's activities, the Head Start program, parents' activities, community resources) is made available to them in their home language.

#18

(1) No provisions are made for communicating with a single parent or a small group of parents who speak a language other than English.

1 2 3 4

(3) Provisions are made to communicate with a single parent or a small group of parents who speak a language other than English.

#19

(1) No provisions are made for staff to learn a second language in those cases where a substantial number of the children and their families speak a language other than English.

1 2 3 4

(3) Staff in all components is encouraged to learn a second language (i.e., the language spoken by a substantial number of children and their families in the program) and opportunities to learn a second language are provided.

#20

(1) Teaching staff receives no training in bi-lingual, bi-cultural education.

1 2 3 4

(3) Teaching staff participates in bi-lingual, bi-cultural education workshops at least twice a year.

RATING

#21

1 2 3 4

(1) There is little demonstrated concern for bi-lingual, bi-cultural education.

(3) There is a great deal of concern for bi-lingual, bi-cultural education.

(To be based on at least the following 3 questions:)

How many staff members are especially interested in bi-lingual, bi-cultural education?_____

How many of your staff members have taken training courses during the program year?_____

How many of them are taking Spanish language classes?_____

COMMENTS

_____

_____

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RECOMMENDATION

_____

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_____

This evaluation was completed by:_____
(NAME)

Date:_____

Check one:

_____GLACAA Staff
_____Delegate Agency Staff
_____Delegate Agency Parent
_____Other

at_____
Delegate Agency

Question:

How many staff members are now working in the Health Component?

Number of Nurses:

Number of Health Assistants?

How many month have they worked this year?

#1 Orientation and Training Program

(1) There is no orientation program, jointly developed by Health Services Staff, all other components and parents, concerning child development and behavioral and developmental problems of preschool children.

2 3 4

(3) An orientation program, jointly developed by Health Services Staff, all other components and parents, concerning child development and behavioral and developmental problems of preschool children, is provided during the first six weeks of the program year.

#2

(1) No resource file for health services is available.

1 2 3 4

(3) A resource file for health services has been compiled by the Health Services Staff. Resources file includes information about type of health services available, fee schedule, whether interpreter is needed, etc. Resources file is updated at least every three months. Resources file is available at delegate agency.

#3

(1) No conferences are held with parents of children having special needs.

1 2 3 4

(3) Individual conferences are held with parents of children having special needs. Educational programs are planned and implemented for parents of children having special needs.

Question:

Who takes the medical history?

Nurse_____

Health Assistant_____

Other (specify)_____

#4

(1) A complete medical and developmental history is obtained for less than 75% of the children.

(2) A complete medical and developmental history is obtained for 75% to 84% of the children.

1 2 3 4

(3) A complete medical and developmental history is obtained for 85% to 94% of the children.

(4) A complete medical and developmental history is obtained for 95% to 100% of the children.

#5 Screening:
Growth Assessment (age, weight, height, head circumference)

(1) Growth assessment for less than 50% of the children.

(2) Growth assessment for 50% to 64% of the children.

1 2 3 4

(3) Growth assessment for 65% to 79% of the children.

(4) Growth assessment for 80% to 100% of the children.

#6 Vision testing:

(1) For less than 75% of the children.

(2) For 75% to 84% of the children.

1 2 3 4

(3) For 85% to 94% of the children.

(4) For 95% to 100% of the children.

#7 Hearing testing:

(1) For less than 75% of the children.

(2) For 75% to 84% of the children.

1 2 3 4

(3) For 85% to 94% of the children.

(4) For 95% to 100% of the children.

#8 Assessment of Immunization status:

(1) For less than 75% of the children.

(2) For 75% to 84% of the children.

1 2 3 4

(3) For 85% to 94% of the children.

(4) For 95% to 100% of the children.

#9 Laboratory Work:
Hemoglobin or hematocrit determination

(1) For less than 50% of the children.

(2) For 50% to 64% of the children.

1 2 3 4

(3) For 65% to 79% of the children.

(4) For 80% to 100% of the children.

#10 Tuberculin testing

(1) For less than 50% of the children.

(2) For 50% to 64% of the children.

1 2 3 4

(3) For 65% to 79% of the children.

(4) For 80% to 100% of the children.

#11 Urinalysis

(1) For less than 50% of the children.

(2) For 50% to 64% of the children.

1 2 3 4

(3) For 65% to 79% of the children.

(4) For 80% to 100% of the children.

#12 Speech Problems

(1) There is no plan for identifying speech problems, determining their cause and providing appropriate services.

1 2 3 4

(3) There is a plan for identifying speech problems, determining their cause and providing appropriate services.

#13

(1) Roles of appropriate program staff for identifying speech problems are not specified.

1 2 3 4

(3) Roles of appropriate program staff for identifying speech problems are specified.

#14

(1) Special needs of handicapped children are not identified.

1 2 3 4

(3) Special needs of handicapped children are identified.

#15 Medical examination are performed:

(1) For less than 50% of the children.

(2) For 50% to 64% of the children.

2 3 4

(3) For 65% to 79% of the children

(4) For 80% to 100% of the children.

#16 Dental examinations are performed:

(1) For less than 50% of the children.

(2) For 50% to 64% of the children.

1 2 3 4

(3) For 65% to 79% of the children.

(4) For 80% to 100% of the children.

#17 Forwarding individual health records

(1) Individual health records are forwarded to the school system and/or health delivery system without parental approval.

1 2 3 4

(3) Parental approval is obtained before forwarding individual health records to the school system and/or health delivery system.

#18

(1) Individual health records are incomplete (they to not contain one or more of the following: medical and developmental history, screening results, medical and dental examination data).

1 2 3 4

(3) Individual health records are complete (they contain all of the above).

#19

(1) There is no treatment program for children with identified health problems.

1 2 3 4

(3) There is a treatment program for children with identified health problems.

#20 (ONLY FOR THOSE DELEGATE AGENCIES FOR WHOM FUNDING IS PROVIDED BY NON-HEAD START FUNDING SOURCES (e.g., FEDERAL HEALTH PROGRAMS).

(1) Delegate agency does not have written documentation that such funds are used to the maximum feasible extent.

1 2 3 4

(3) Delegate agency has written documentation that such funds are used to the maximum feasible extent, and receives records of health services provided to Head Start Children.

#21

(1) Immunizations (diphteria, pertussis, tetanus, polio, measles, German measles) are not initiated before the child is enrolled in Head Start.

1 2 3 4

(3) Immumizations (diphteria, pertussis, tetanus, polio, measles, German measles) are initiated before the child is enrolled in Head Start and completed three months after enrollment.

#22

(1) Dental care services to Head Start children do not include dental prophylaxis and instruction in self-care and hygienic procedures.

1 2 3 4

(3) Dental care services include dental prophylaxis and instructions in self-care and hygienic procedures.

#23

(1) Dental care services do not include the application of topical fluoride in communities which lack adequate fluoride levels in the public water supply.

1 2 3 4

(3) Dental care services include the application of topical fluoride in communities which lack adequate fluoride levels in the public water supply.

#24

(1) Dental treatment is not provided for children with identified dental problems.

1 2 3 4

(3) Dental treatment is provided for children with identified dental problems such as restoration of decayed primary and permanent teeth, pulp therapy for primary and permanent teeth, extraction of non-restorable teeth, and services required for the relief of pain and acute or chronic infection.

#25

(1) Dental treatment services are not documented.

1 2 3 4

(3) All dental treatment services are documented.

#26

(1) Parents are not informed about available health resources.

1 2 3 4

(3) Parents are informed about all available health resources, in a variety of ways,(e.g., personal conferences, parents' meetings, leaflets, booklets containing names and telephone numbers of local health resources and a short summary of services).

#27

(1) Parents are not taught principles of preventive health, first aid measures, and safety practices.

1 2 3 4

(3) Parents are taught principles of preventive health, first aid measures, and safety practices in a variety of ways (classes, posters, fliers on current problems, pamphlets, notification of health activities in the community).

#28

(1) There are no materials and activities in the classroom relevant to health education.

1 2 3 4

(3) Health education (including cleanliness, safety, brushing teeth) is integrated into on-going classroom and other program activities in a variety of ways (e.g., books, pamphlets, records, films, stories). Children are familiarized with all health services they will receive prior to their contacts with doctors and dentists,

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#29

(1) Parents do not sign authorization for provision of health services prior to the delivery of those services.

1 2 3 4

(3) Parents sign authorization for provision of health services prior to the delivery of those services and have a thorough understanding of what they are signing.

#30

(1) In general, children are taken to medical and dental exams and appointments by agency staff, with little attempt to encourage parents to do so.

1 2 3 4

(3) Parents are encouraged to accompany their child to medical and dental exams and appointments and to become involved in the health care process relating to their child. One or both parents must accompany their child to medical and dental exams and appointments.

#31

(1) Not all staff have had an initial health examination.

1 2 3 4

(3) All staff has had an initial health examination.

#32

(1) Volunteer staff has no TB clearance.

1 2 3 4

(3) All volunteer staff is screened initially and annually for TB. There is documentation.

#33

(1) There is no annual re-assessment of the health of children who re-enroll in the second year.

1 2 3 4

(3) There ia an annual re-assessment of the health of children who re-enroll in the second year.

#34

(1) The Health Services program does not use the Health Program Assessment reports.

1 2 3 4

(2) The Health Services program uses the Health Program Assessment report.

COMMENTS:

RECOMMENDATIONS:

This evaluation was completed by_____
name

Check one:

_____GLA-CAA staff

_____Delegate Agency staff

_____Delegate Agency Parent

_____Other

Date:_____

EVALUATION OF SOCIAL SERVICES

at_____
Delegate Agency

#1 (1) No training has been provided to Head Start staff in identifying families in need of social services.

1 2 3 4

(3) There is on-going training for the staff in identifying social service needs of Head Start families (in-service, individual case conferences, etc.).

#2 (1) Parents are not given an orientation concerning the kinds of social services available to them, at the time of the child's enrollment (either individually or in a group meeting).

1 2 3 4

(3) An orientation session (individual or group) with parents concerning the kinds of social services available takes place not later than 4 weeks after the child's enrollment.

#3 (1) No meetings with parents which deal with social services (other than orientation session) occur during the program year.

1 2 3 4

(3) There are at least two meetings during the program year (other than orientation session) which deal with social services.

#4 (1) Head Start staff has not developed a plan to meet the parents' social services needs.

1 2 3 4

(3) Head Start staff has developed a written plan to meet the parents' social services needs.

#5 (1) Records with pertinent family data are not available for all families.

1 2 3 4

(3) Records with pertinent family data (e.g., Face Sheet, Family Profile) are available for all families.

#6 (1) A Social Services Summary or its equivalent (documenting conferences with parents and follow-up if necessary) is available for less than 70% of the families.

1 2 3 4

(3) A Social Services Summary or its equivalent (documenting conferences with parents and follow-up) is available for 90% or more of the families.

#7 (1) No documentation is available for referrals of families to social services agencies.

1 2 3 4

(3) Referrals of families to social service agencies are documented.

#8 (1) Files are not locked when staff is not present and are accessible to unauthorized persons.

1 2 3 4

(3) Files are locked when staff is not present and are accessible only to authorized personnel.

#9 (1) Social services records are passed on in original form to the schools, without consent of the parents.

1 2 3 4

(3) Social services records are passed on in summary form only to the schools, with parent consent at the time the summary is sent.

#10 (1) There is no written plan which establishes the kinds of services which are available to individual families.

1 2 3 4

(3) There is a written plan which describes

the availability of appropriate counseling,
emergency assistance or crisis intervention,
knowledge about available community resources,
follow up to assure delivery of needed assistance.

#11 (1) No provision is made for emergency assistance or crisis intervention outside of regular office hours.

1 2 3 4

(3) Provision is made for emergency assistance or crisis intervention outside regular office hours, (e.g., emergency phone number of a staff member, community hot lines).

#12 (1) A file on community services and resources is not available.

1 2 3 4

(3) A file on community services and resources is available. It includes names, addresses, telephone numbers, type of services, what language spoken, fee schedules. It is updated.

#13 (1) There is no established system for informing parents about community services or resources.

1 2 3 4

(3) Head Start staff informs parents about community resources and services in a variety of ways - written communications, individual conferences, group meetings.

#14 (1) There is no parent orientation at the beginning of the year to discuss parents' cooperative activities with existing community resources.

1 2 3 4

(3) There is a parent orientation at the beginning of the year which includes discussion of individual and community needs and establishes the idea that parent groups can work with other community groups to solve problems facing the community (e.g.,through working with public officials, welfare rights organizations, drug rehabilitation groups).

#15 (1) Staff is not involved in advocating better or new services by community agencies for Head Start families.

1 2 3 4

(3) Staff acts as advocate or spokesman for Head Start families whenever inadequacies in services by community agencies are found or wherever there is a lack of services.

#16 (1) The family of a child with irregular attendance or of a child who has been absent for more than three consecutive days is not contacted, and termination is processed.

1 2 3 4

(3) The family of a child with irregular attendance or of a child who has been absent for more than three consecutive days is contacted by the teacher and/or social worker and reasons are explored in full.

#17 (1) Home visits are made without the consent of the parents.

1 2 3 4

(3) Home visits are made only with the consent of the parents.

#18 (1) There is no system of written referrals to social services staff concerning families who need home visits.

1 2 3 4

(3) There is a system of written referrals to social services staff concerning families who need home visits.

#19 (1) The social worker makes home visits without coordinating them with the teacher.

1 2 3 4

(3) Homes visits are initiated by the social worker who informs the teacher of the visit.

Social Services

COMMENTS:

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_____

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_____

RECOMMENDATIONS:

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This evaluation was completed by_____
(name)

Check one: Date:_____

_____ GLACAA Staff

_____Delegate Agency Staff

_____Delegate Agency Parent

_____other

EVALUATION FOR MENTAL HEALTH

at _____
(Delegate Agency)

RATING

#1. Staff

(1) No specific staff member is responsible for mental health services.

1 2 3 4

(3) There is a staff member responsible for mental health services (may be combined with other duties).

#2 Mental Health Professional

(1) There is no mental health professional available (regularly employed or on a consultation basis) to the program or the children.

1 2 3 4

(3) A mental health professional is available, at least on a consultation basis, to the program and the children.

#3 (1) Mental Health Professional is not involved in planning program activities concerning mental health.

1 2 3 4

(3) At the beginning of the program year (first two months) mental health professional assists staff and parents in planning mental health program activities.

Mental Health Continued

RATING

#4 (1) Mental Health Professional does not advise staff and parents on the utilization of community resources for mental health.

1 2 3 4

(3) Mental Health Professional advises staff and parents on activities and community resources relevant to mental health, including information about:
the specific services offered by community resources (e.g., provides treatment for children with learning disabilities, provides services for young children), the fee schedules of community mental health agencies, the quality of their services;

Crisis intervention facilities (hot lines, suicide prevention centers, etc.);

Workshops, meetings, classes in mental health.

Mental Health Professionals updates this information at least every three months.

Professionals is involved in the community being served.

Professionals acts as a strong advocate for mental health services to young children and their families

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#5 (1) Mental Health Professional is not involved in training Head Start Staff.

1 2 3 4

(3) Mental Health Professional conducts training sessions with Head Start Staff once a month.

#6 (1) Mental Health Professional never or rarely (once or twice a year) visits a classroom.

1 2 3 4

(3) Mental Health Professional visits classroom to observe specific children at the request of the teacher and social worker, and consults with staff.

RATING

#7 (1) Mental Health Professional is not involved in orientation of parents and does not work with parents to achieve the objectives of the Mental Health program.

1 2 3 4

(3) Mental Health Professional conducts an orientation session with parents during the first two months of the program year and is available to parents to disucss mental health problems at least two days a month.

#8 (1) Mental Health Professional is not involved in advising and assisting in screening, evaluation and providing special help for children with atypical behavior or development.

1 2 3 4

(3) Mental Health Professional advises and assists in screening, evaluation and providing special help for children with atypical behavior or development when requested. If referral to a mental health facility is indicated or if a special education program in the classroom is planned, Mental Health Professional advises staff (social worker, teacher, nurse) and parents and follows up with periodic consultation with staff and parents.

#9 (1) Mental Health staff does not participate with the Mental Health Professional in duty of the above activities.

1 2 3 4

(3) Planning of all of the above activities is done jointly by the Mental Health Professional and the Mental Health Staff.

Mental Health Continued

RATING

#10 (1) No opportunity is provided for staff and parents to interact in group settings on a regular basis to address problems which interfere with program operation and problems of specific children.

1 2 3 4

(3) Staff and parents must meet at least five times a year to discuss problems which interfere with program activities and problems of specific children. A mental health professional must be present at at least two of these meetings.

#11 (1) Children are referred for special mental health services without the consent of the parent.

1 2 3 4

(3) Whenever the child is referred for special mental health services outside the delegate agency, the written consent of the parent must be obtained.

#12 (1) There is no written guideline or procedure for utilizing existing community mental health resources

1 2 3 4

(3) There must be a written guideline or procedure for utilizing community mental health resources, including the following:

specific staff members have been designed (are responsible for) to maintain an up-to-date file on community mental health resources, (incl. contact persons at these facilities, proper referral procedure, etc.);

Documentation of the utilization of resources (e.g. records of referral and follow up of children and their families);

making knowledge about community mental health resources available to other staff and parents.

Mental Health Continued

RATING

#13 (1) The mental health staff does not consult health component (e.g., meet with nurses, examine medical records) in order to determine whether emotional and/or behavioral problems have a physical basis.

1 2 3 4

(3) The mental health staff consults all available health information in order to determine whether emotional and/or behavior problems have a phycical basis.

#14 (1) The record keeping system does not insure that the confidential nature of mental health information is maintained (files are accessible to unauthorized persons)

1 2 3 4

(3) The record keeping system insures that the confidential nature of mental health information is maintained (files are not accessible to unauthorized persons.)

Mental Health Continued

COMMENTS:

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RECOMMENDATIONS:

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This evaluation was completed by _____
(Name)

Date: _____

Check one:
_____GLACAA Staff
_____Delegate Agency Staff
_____Delegate Agency Parent
_____Other

EVALUATION OF PARENT INVOLVEMENT
AT_____
DELEGATE AGENCY

RATING

#1 Voluntary Participation

(1) Participation of parents in the program is required as a condition for the child's enrollment

1 2 3 4

(3) All staff encourages parents to participate in the program.

#2 The Head Start Center Committee

a. Composition

(1) There is no H. S. Center Committee at one or more sites, made up of parents whose children are enrolled at that site.

1 2 3 4

(3) Each center has a H. S. Center Committee made up of parents whose children are enrolled at that center.

#3 b. Functions

The Head Start Center Committee performs the following functions:

Assists teacher, center director, and all other persons responsible for the development and operation of every component including curriculum in the Head Start Program;

Works closely with classroom teachers and all other component staff to carry out the daily activities program;

1 2 3 4

Plans, conducts and participates in informal as well as formal programs and activities program;

Participates in recruiting and screening of center employees within guidelines established by OEO/HEW, the Grantee Council and Board and Delegate Agency Committee and Board.

Parent Involvement(cont'd)

b. Functions(cont'd)

(1) The H.S. Center Committee performs none of these functions.

1 2 3 4 (2) The H. S. Center Committee performs one or two of these functions.

(3) The H. S. Center Committee performs three or four of these functions.

(4) The H. S. Center committee performs all of these functions extensively.

#4 Head Start Policy Committee (Delegate Agency)

a. Composition

(1) The H. S. Policy Committee is composed of less than 50% parents of the Head Start children presently enrolled in that delegate agency program.

1 2 3 4

(3) There is a H. S. Policy Committee composed of at least 50% of the Head Start children presently enrolled in that delegate agency's program plus representatives of the community.

#5 Approval of Community Representatives

(1) Representatives of the community selected by the agency are not approved by the elected parent members of the committee.

1 2 3 4

(3) All representatives of the community are approved by the elected members of the Head Start Policy Committee.

Parent Involvement (cont'd)

#6 c. Functions

The Head Start Policy Committee has the following planning functions:

It must be consulted when child development needs in the area to be served are identified.

It must approve or disapprove when goals of Head Start Programs are established, and ways to meet them, within the HEW guidelines, are developed.

It must approve or disapprove when plans are developed to use all available community resources in Head Start.

It must approve or disapprove when plans are developed for recruitment of children.

(1) The Head Start Policy Committee performs none of these functions

(2) The Head Start Policy Committee performs one or two of these functions

1 2 3 4

(3) The Head Start Policy Committee three or more of these functions

(4) The Head Start Policy Committee performs all of these functions extensively.

#7 The Head Start Policy Committee has the following general administration functions:

It must approve or disapprove determination of the appropriate Policy Group and of the method for setting it up (within HEW guidelines).

It must approve or disapprove the kinds of services which should be provided to Head Start from the Delegate Agency.

1 2 3 4

It has the general responsibility for establishing a method of hearing and resolving community complaints about the Head Start program.

It must be consulted about procedures to ensure that standards for acquiring space, equipment and supplies are met.

Parent Involvement (cont'd)

#7

(1) The Head Start Policy Committee has performed none of these functions.

(2) The Head Start Policy Committee has performed one or two of these functions.

1 2 3 4

(3) The Head Start Policy Committee has performed three or four of these functions.

(4) The Head Start Policy Committee has performed all of these functions extensively.

#8 The Head Start Policy Committee has the following personnel administration functions:

It must approve or disapprove Head Start personnel policies (including establishment of hiring and firing criteria for Head Start staff, career development plans and employee grievance procedures).

It must approve or disapprove when a Head Start director of a Delegate Agency is hired or fired.

It must approve or disapprove when staff of a Delegate Agency is hired or fired.

(1) The Head Start Policy Committee has performed none of these functions.

(2) The Head Start Policy Committee has performed one or two of these functions.

1 2 3 4

(3) The Head Start Policy Committee has performed all of these functions.

(4) The Head Start Policy Committee has performed all three of these functions extensively.

#9 The Head Start Policy Committee has the following grant applications process functions:

It must approve or disapprove the request for funds and proposed work program prior to sending it to GLACAA.

1 2 3 4

It must approve or disapprove major changes in budget and work program while program is in operation.

It must approve or disapprove information needed for pre-review, which is provided to Policy Committee.

Parent Involvement (cont'd)

#9 cont'd,

(1) The Head Start Policy Committee has performed none of these functions.

1 2 3 4

(2) The Head Start Policy Committee has performed one or two of these functions.

(3) The Head Start Policy Committee has performed all of these functions.

(4) The Head Start Policy Committee has performed all three of these functions extensively.

#10 The Head Start Policy Committee has the following <u>evaluation</u> function:

It has the operating responsibility for conducting self-evaluation of agency's Head Start program.

(1) The Head Start Policy Committee does not conduct self-evaluation of the agency's program.

1 2 3 4

(3) The Head Start Policy Committee conducts a self-evaluation of the agency's program.

#11 <u>Master Plan</u>

(1) No written master plan for parent involvement is available.

1 2 3 4

(3) A written master plan has been developed by all staff which specifies the involvement of parent in all components (education, multi-lingual and multi-cultural education, social services, health, mental health, nutrition)

#12 (1) Parents have not participated in the development of the master plan.

1 2 3 4

(3) Parents have participated with staff in the development of the master plan.

Parent Involvement (cont'd)

#13 (1) No information is available in the master plan on basic adult education, literacy skills, or classes leading to high school equivalency certificate, employment skills or personal development, planned in co-operation with other community agencies.

1 2 3 4

(3) Written information is available in the master plan on basic adult education, literacy skills, or classes leading to high school equivalency certificate, employment skills or personal development, planned in co-operation with other community agencies.

#14 (1) There are no established channels of communication for making information on educational and career development available to parents.

1 2 3 4

(3) Information on educational and career development is distributed to parents. Parents and parent involvement staff meet, individually or as a group, to discuss the educational and career opportunities most needed by parents.

#15 (1) Parents receive no or little assistance in locating community resources.

1 2 3 4

(3) Each component has available to the parents information about community resources. Parent involvement staff meets with parents on a regular basis to assess the kind of resources needed and to share experiences and knowledge of community resources.

#16 Individual Parent Conferences

No provision is made for parents to participate individually in the development program of their children.

1 2 3 4

In the orientation of parents, staff informs parents that they are entitled to individual conferences concerning an assessment of their children's needs and concerning their children's progress, and provisions for such conferences are made.

Parent Involvement (cont'd)

#17 Communications with Parents

1 2 3 4

(1) There is no organized system of communications with parents.

(3) An organized system of communication with parents has been established to provide information about the program and its services, program activities and resources within the community.

#18

1 2 3 4

(1) Parent Policy groups have not participated in the planning and development of the parent-staff communication system.

(3) Parent Policy groups have participated in the planning and development of the parent-staff communication system.

#19

1 2 3 4

(1) The Parent Involvement staff does not have an up-dated list of addresses and telephone numbers of parents available.

(3) The Parent Involvement staff maintains an up-dated list of addresses and telephone numbers of parents.

#20 Communication with Policy Groups

1 2 3 4

(1) There is no means for the regular provision of information to members of Policy Groups.

(3) Information is regularly provided to members of Policy Group and includes:

Timetable for planning, developing and submission of proposals.

Head Start policies, guidelines, performance standards, monitoring reports and communications from the Office of Child Development.

Financial reports and statements of funds expended in the Head Start account.

Work plans, grant applications, and personnel policies for Head Start.

#21 Training sessions

(1) There is no planned training program on development of skills, attitudes and knowledge of policies and standards to effectively coordinate and integrate:

The efforts of parents, staff and administrators who share responsibility for the setting of goals and plans to achieve them.

The different components of the program for the highest total impact on participating children and families.

Local program goals with those of other community agencies and institutions concerned with and serving children and families.

1 **2** 3 4

(3) There is a planned training program on development of skills, attitudes and knowledge of policies and standards to effectively coordinate and integrate:

The efforts of parents, staff and administrators who share responsibility for the setting of goals and plans to achieve them.

The different components of the program for the highest total impact on participating children and families.

Local program goals with those of other community agencies and institutions concerned with and serving children and families.

Such training program is provided on a regular basis

#22 (1) There is no planned training program (same as preceding performance standard)

1 2 3 4

(3) There is a planned training program for:
parents
staff
policy groups
agency governing boards.

Parent Involvement (cont'd)

#23 Records

1 2 3 4

(1) There is no documentation of parent meetings.

(3) All parent meetings are documented by records showing date, attendance, topic, evaluation of meetings (State form #4)

COMMENTS:

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RECOMMENDATIONS:

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This evaluation has been completed_____
(Name)

Check one: DATE:_____

_____GLACAA STAFF

_____DELEGATE AGENCY STAFF

_____DELEGATE AGENCY PARENT

_____OTHER

EVALUATION OF FACILITIES

at _____
(Delegate Agency)

RATING

#1 Classroom Light

(1) The classroom is too dark or too bright, causing eyestrain.

1 2 3 4

(3) The classroom is well-lighted.

#2 Temperature

(1) The classroom is too hot or too cold· children seem uncomfortable.

1 2 3 4

(3) The children seem to be comfortable. Temperature must be between 68° - 75°

#3 Ventilation

(1) The classroom is stuffy or drafty.

1 2 3 4

(3) The classroom is well ventilated.

#4 Cleanliness

(1) The classroom is not clean (e.g., chairs are sticky, there is trash on the floor, windows are dirty, shelves are dusty). Toilet facilities are not clean.

1 2 3 4

(3) The classroom has a generally clean appearance. The premises are clean and free of undesirable conditions (e.g., rodents, vermin, fumes.)

#5 Safety

(1) The classroom is not safe (e.g., there are slippery surfaces, broken windows, splintery doors).

1 2 3 4

(3) The classroom is free of safety hazards. There are no splintered extremely sharp or protruding corners or edges, loose or broken parts.

Facilities Continued

RATING

#12 Noise

(1) There is excessive noise (other than noise made by children).

1 2 3 4

(3) There is no excessive noise.

#13 Order

(1) The classroom is cluttered and disorderly (e.g., in storage areas, on cabinet tops).

1 2 3 4

(3) The classroom has well-organized and defined areas.

#14 Maintenance

(1) The classroom and its furnishings are hard to clean (repeated cleaning still leaves dirty appearance).

1 2 3 4

(3) The classroom and its furnishings are easily cleaned (e.g., washable surfaces).

#15 Space

(1) There are less than 35 sq. feet per child in the classroom.

1 2 3 4

(3) There are 35 sq. feet or more per child in the classroom.

#16 Exits

(1) There is only one door in the classroom.

1 2 3 4

(3) Each classroom has two doors, both opening to the outside.

#17 Fire Extinguisher

(1) There is no fire extinguisher in working condition.

1 2 3 4

(3) There is a fire extinguisher, easily accessible to adults, in good working condition, with an inspection seal currently valid.

Facilities Continued

RATING

#6 Safety (Continued)

1 2 3 4

(1) Stairways are without railings.

(3) Stairways have railings.

#7 (1) Clear glass doors are not plainly marked to avoid accidental impact.

1 2 3 4

(3) Clear glass doors are plainly marked to avoid accidental impact.

#8 (1) Cleaning supplies are found in food storage areas and within children's reach.

1 2 3 4

(3) Cleaning supplies are separated from food storage and inaccessible to children.

#9 (1) The heating system is not safe. Radiators, hot water pipes, and similar hazards are not adequately screened or insulated to prevent burns.

1 2 3 4

(3) The heating system is safe and effective. Radiators, hot water pipes, and similar hazards are adequately screened or insulated to prevent burns.

#10 (1) There are highly inflammable furnishings and decorations.

1 2 3 4

(3) There are no highly inflammable furnishings and decorations.

#11 (1) Potential poisons are not stored in cabinets or storage facilities accessible only to authorized persons.

1 2 3 4

(3) Potential poisons and other dangerous materials are stored in cabinets or storage areas accessible only to authorized persons.

Facilities Continued

RATING

#18 Condition of facilities

(1) Facility is in poor condition (e.g., holes in carpets, peeling paint on wall).

1 2 3 4

(3) Facility is in good condition (no holes in carpet, no peeling paint, toilet and handwashing facilities in good working condition).

#19 Condition of equipment

Tables

(1) Tables are awkard for children to reach; children are crowded because there are not enough tables; tables are tippy.

1 2 3 4

(3) There are child-size tables; there are enough tables for children to work comfortably; they are of sturdy quality.

#20 Chairs

(1) Chairs are not child-size; children's feet cannot reach the floor.

1 2 3 4

(3) There are child-size chairs that allow feet to touch the floor. There are enough chairs (one for each child).

#21 Shelving

(1) There is not enough shelving; shelving is not sturdy.

1 2 3 4

(3) There is a sufficient quantity of sturdy shelving.

#22 Storage Cabinets

(1) There are no storage cabinets for items which should not be readily available to children.

1 2 3 4

(3) There are storage cabinets for items which should not be readily available to children.

Facilities Continued

RATING

#23 Secure place for records

(1) There are no secure places for records such as cumulative records, medical records, progress reports.

1 2 3 4

(3) There are filing cabinets or other secure places for records such as cumulative records, medical records, progress reports.

#24 Outdoor Space

Space

(1) There are less than 75 sq. feet per child.

1 2 3 4

(3) There are 75 sq. feet or more per child.

#25 Safety

(1) The yard is not fenced.

1 2 3 4

(3) Outdoor play areas are fenced or have other suitable barriers where necessary to prevent children from getting into unsafe areas (e.g., there are no ponds or swimming areas accessible to the children without supervision). The yard is free of sharp, pointed objects. Stairs with 3 or more steps must have railings.

#26 Shade

(1) The yard is without shade.

1 2 3 4

(3) The yard is well shaded (by trees, by umbrellas).

#27 Equipment

(1) The yard is without equipment for 3 and 4 year old children.

1 2 3 4

(3) The yard has a variety of inviting equipment and play opportunities suitable to the children's age. It is provided with equipment for activities like running, climbing and jumping. It is provided with equipment that promotes exploration and experimentation of many ways of moving (riding, climbing, swinging, jumping, crawling).

Facilities Continued

COMMENTS

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RECOMMENDATION

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This evaluation was completed by: _____
(Name)

Date: _____

Check one:
_____GLACAA Staff
_____Delegate Agency Staff
_____Delegate Agency Parent
_____Other

EVALUATION OF CAREER DEVELOPMENT

AT_____
(Delegate Agency)

RATING

#1 Career Development Position

(1) There is no designated person responsible for career development.

1 2 3 4

(3) Career development is the joint responsibility of a professional and a nonprofessional person.

#2 Career Development Plan

(1) There is no written Career Development Plan.

1 2 3 4

(3) There is a written Career Development Plan which clearly states the goals of Head Start Career Development.

#3 Career Development Committee

(1) The Career Development Committee includes less than 50% nonprofessionals.

1 2 3 4

(3) The Career Development Committee includes at least 50% nonprofessionals

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RATING

#4 Career Development Committee

(1) The Career Development Committee does not include staff from all components.

1 2 3 4

(3) The Career Development Committee includes staff from all components.

#5 Career Development Committee

(1) The Career Development Committee does not include staff from all levels of employment.

1 2 3 4

(3) The Career Development Committee includes staff from all levels of employment.

#6 Career Development Committee

(1) The Career Development Committee meets only once or twice a year.

1 2 3 4

(3) The Career Development Committee meets once a month.

#7 Career Development Committee

(1) The Career Development Committee does not include representatives from public and private agencies and organizations.

1 2 3 4

(3) The Career Development Committee includes representatives from public and private organizations (e.g., employment services, federally funded training programs, colleges and universities).

RATING

#8 Career Development Committee

(1) The Career Development Committee is not involved in establishing criteria for the selection of trainees.

1 2 3 4

(3) The Career Development Committee establishes criteria for the selection of trainees.

#9 Career Development Committee

(1) The Career Development Committee does not make recommendations on relevant and appropriate training, education courses, and pre-service and in-service curricula.

1 2 3 4

(3) The Career Development Committee makes recommendations on relevant and appropriate training, education courses, and pre-service and in-service curricula.

#10 Career Development Committee

(1) The Career Development Coordinator does not inform and counsel Head Start Staff members as to career opportunities.

1 2 3 4

(3) The Career Development Coordinator informs and counsels Head Start Start Staff members as to career opportunities.

RATING

#11 Career Development Coordinator

(1) The Career Development Coordinator does not implement comprehensive in-service training programs as set forth in the Career Development Plan.

1 2 3 4

(3) The Career Development Coordinator implements comprehensive in-service training programs as set forth in the Career Development Plan.

#12 Career Development Coordinator

(1) The Career Development Coordinator does not function as the trainer in the various training programs available to Head Start Staff.

1 2 3 4

(3) The Career Development Coordinator functions as the trainer in the various training programs available to Head Start Staff.

#13 Career Development Coordinator

(1) The Career Development Coordinator does not serve as advisor to the Career Development Committee.

1 2 3 4

(3) The Career Development Coordinator serves as advisor to the Career Development Committee.

#14 Job Development Plan

(1) There is no written job development plan.

1 2 3 4

(3) There is a written job development plan.

RATING

#15 Recruitment

(1) There is no systematic process of recruiting staff from all possible sources within the community.

1 2 3 4

(3) There is a systematic process of recruiting staff from all possible sources within the community.

#16 Career Ladders

(1) No system of career ladders for both professional and nonprofessional staff has been established.

1 2 3 4

(3) A system of career ladders for both professional and nonprofessional staff has been established.

#17 Career Ladders

(1) No system of career ladders for all components has been established.

1 2 3 4

(3) A system of career ladders for all components has been established.

#18 Career Ladders

(1) No system of career ladders which provides for vertical mobility (e.g., from teacher assistant to teacher) has been established.

1 2 3 4

(3) A system of career ladders which provides for vertical mobility (e.g., from teacher assistant to teacher) has been established.

RATING

#19 Career Ladders

(1) No system of career ladders which provides for horizontal mobility (e.g., from health assistant to teacher assistant) has been established.

1 2 3 4

(3) A system of career ladders which provides for horizontal mobility (e.g., from health assistant to teacher assistant) has been established.

#20 Promotion and Compensation

(1) There is no system which provides staff with the opportunity for advancement and appropriate compensation.

1 2 3 4

(3) There is an established system which provides staff with the opportunity for advancement and appropriate compensation.

#21 Long-term Training and Education Plan

(1) No comprehensive long-term training and education plan has been developed, as an integral part of the overall Career Development Plan.

1 2 3 4

(3) A comprehensive long-term traing and education plan has been developed, as an integral part of the overall Career Development Plan. It covers pre-service and in-service training, basic education, vocational and technical training, and specialized academic and nonacademic training as related to the operation of the Head Start Program.

RATING

#22 Evaluation of the Career Development Plan

(1) There is no clearly defined evaluation system which provides for an assessment of whether the career development plan is meeting its stated goals.

1 2 3 4

(3) There is a clearly defined evaluation system which provides for an assessment of whether the career development plan is meeting its stated goals.

Career Development(cont)

COMMENTS:

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RECOMMENDATIONS:

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This evaluation was completed by:_____
(NAME)

DATE:_____

Check one:

_____GLACAA Staff
_____Delegate Agency Staff
_____Delegate Agency Parent
_____Other

EVALUATION OF NUTRITION

at_____

Delegate Agency

#1 Nutrition assessment data

(1) Nutritionist has not obtained nutrition assessment data (height, weight, hemaglobin, hematocrit) on children in the program.

1 2 3 4

(3) Nutritionist has obtained nutrition assessment data (weight, height, hemaglobin, hematocrit) on each child within the first six weeks after enrollment and uses them in planning the nutrition program.

#2 Community Nutrition Problems

(1) No information on special dietary needs, eating habits, and food preferences and feeding problems is available.

1 2 3 4

(3) Nutritionist talks with parents about food perferences, eating habits and dietary needs, and notes them on her record. She passes this information on to the teacher.

#3 Community Nutrition Problems

(1) No information about major community nutrition problems is available.

1 2 3 4

(3) Nutritionist is familiar with community nutrition problems and uses the information as a basis for planning.

#4 Meeting the child's daily nutritional needs.

(1) Children receive food that provides less than 1/3 of his daily nutritional needs.

1 2 3 4

(3) A posted menu indicates clearly that at least 1/3 of the daily nutritional requirement for the child is met.

#5 Breakfast when needed.

(1) No provision is made to provide breakfast for children who have not had it at home.

1 2 3 4

(3) Provision is made to provide breakfast for children arriving by 9 o'clock, who have not eaten at home.

#6 Federal nutrition standards

(1) A copy of Federal Guidance materials (e.g., Head Start Rainbow Series) showing kinds and quantities to be served is not available.

1 2 3 4

(3) A copy of one or more of the Federal Guidance materials is available.

#7 Posted Schedules

(1) No schedule of meal and snack periods is posted.

1 2 3 4

(3) There is a posted schedule of meal and snack time.

#8 Contribution of Food Service to the child's developmental and socialization needs.

(1) Hot meals are served less than 3 times a week.

1 2 3 4

(3) Hot meals are serves at least three times a week. A variety of foods is served that broaden the child's food experience.

#9

(1) Food is used as punishment or reward; children are forced to eat.

1 2 3 4

(3) Children are encouraged but not forced to eat.

Duration

#10

(1) Children are rushed through their meal

1 2 3 4

(3) Sufficient time is allowed for children to eat.

#11

(1) Chairs and tables used at meal time are not child size.

1 2 3 4

(3) Chairs and tables used at meal time are child size.

#12

(1) Eating utensils are not suitable for the developmental level of the children.

1 2 3 4

(3) Eating utensils are suitable for the developmental level of the children.

#13

(1) Children and regular staff at the site sit and eat at separate tables.

1 2 3 4

(3) Children and regular staff at the site sit and eat together.

#14

(1) Adults have a menu different from that of the children.

1 2 3 4

(3) Children and adults share the same menu.

Nutrition

#15

(1) Children are not allowed to talk at meal time.

1 2 3 4

(3) Meal time is a socializing experience for children and staff

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#16

(1) Children do not help with setting or clearing the table and they do not serve themselves.

1 2 3 4

(3) Opportunities for the involvement of children in activities related to meal service (such as helping to set or clear the table, serving themselves) are provided.

#17.

(1) There are no posted licensing and inspection certificates indicating compliance with local/state standards regarding storage, preparation, and service of foods.

1 2 3 4

(3) Local/State standards concerning storage, preparation and service of foods are followed as evidenced by posted licensing and inspection certificates.

#18

(1) Vendors supplying food and beverages do not meet local/state and Federal codes. (A list of vendors' names and addresses is not available at delegate agency so that compliance of vendors can be checked if necessary.)

1 2 3 4

(3) Vendors supplying food and beverages do meet local/state and Federal Codes. (A list of vendors' names and addresses is available at delegate agency so that compliance of vendors can be checked if necessary.)

Nutrition

#19

(1) The subject of food is not a part of the education program.

1 2 3 4

(3) The subject of food is integrated into the education program-in language activities, science activities, etc.

#20

(1) Meal times are not utilized as opportunities for educational activities.

1 2 3 4

(3) Meal times are utilized as opportunities for educational activities (e.g.,, language, shapes and colors).

#21

(1) Children do not help with the preparation of food.

1 2 3 4

(3) Opportunities are provided for the children to help with the preparation of food.

#22

(1) No education in nutrition, and how to select and prepare foods to meet family needs is provided to parents.

1 2 3 4

(3) Education in nutrition and how to select and prepare foods to meet family needs is provided to parents in a variety of ways (e.g., individual counseling, group meetings, written and printed information).

#23

(1) There is no program for consumer education for parents.

1 2 3 4

(3) Opportunities for consumer education are provided in a variety of ways (e.g., through individual counseling, group meetings, written and printed information, announcements of classes in consumer education).

#24

(1) There are no joint meetings of nutritionist and other components to ensure that all staff receive education in principles of nutrition and their application to child development and family health.

1 2 3 4

(3) Through joint meetings of nutritionist with other components, all components receive education in principles of nutrition and their application to child development and family health, ways to create a good physical, social and emotional environment which supports and promotes development of sound food habits and their role in helping the child and family to achieve adequate nutrition.

#25

(1) No provisions are made for in-service training of food service staff in the areas of menu planning, food purchasing, food preparation and storage, sanitation and personal hygiene.

1 2 3 4

(3) All food service staff receive in-service training in the areas of menu planning, food purchasing, food preparation and storage, sanitation and personal hygiene on an on-going basis, through regularly scheduled meetings.

Nutrition

#26

(1) There is no written policy on the feeding of children according to their nutritional and developmental needs, prepared by the nutrition and health staff.

1 2 3 4

(3) There is written policy on the feeding of children according to their nutritional and developmental needs, prepared by the nutrition and health staff.

#27

(1) Food Purchasing Records are not available.

1 2 3 4

(3) Food Purchasing Records are available.

#28

(1) The nutritionist does not have a copy of the Food Service Budget.

1 2 3 4

(3) The nutritionist has a copy of the Food Service Budget.

#29

(1) The nutritionist is not notified of the meal census for children, staff and parents or guests.

1 2 3 4

(3) The nutritionist is notified of the meal census for children, staff and parents or guests.

Nutrition

COMMENTS:

_____

_____

_____

_____

_____

_____

RECOMMENDATIONS:

_____

_____

_____

_____

_____

_____

This evaluation was completed by_____
(name)

Check one:
_____GLACAA Staff

_____Delegate Agency Staff

_____Delegate Agency Parent

_____other

Date:_____

EVALUATION OF VOLUNTEER PROGRAM

at_____
Delegate Agency

#1

(1) No person has been designated as being responsible for the volunteer program.

1 2 3 4

(3) There is a specific person responsible for the volunteer program (may be combined with other duties.)

#2

(1) There is no plan outlining the recruitment and administration of volunteer services.

1 2 3 4

(3) There is a plan outlining the recruitment and administration of volunteer services.

#3

(1) There is no list of individuals and groups that represent potential volunteer resources.

1 2 3 4

(3) An up-dated list of individuals and groups (agencies, volunteer bureau, community organizations, educational institutions) which represent potential volunteer resources is available.

Volunteer Program

#4

(1) There are no records showing the time spent by volunteers and the functions performed by them.

1 2 3 4

(3) Records are available showing the time of arrival and departure of volunteers and the functions performed by them. Such records are signed by the volunteer and by the person under whose supervision they work. The value of their services is calculated and recorded according to established rates for services.

#5

(1) There is no TB clearance for volunteers in the classroom.

1 2 3 4

(3) All volunteers who participate in the classroom have a TB clearance.

#6

(1) There is no evidence that volunteers are oriented concerning Head Start philosophy and goals before working in the program.

1 2 3 4

(3) There is evidence that volunteers are oriented concerning Head Start philosophy and goals before working in the program.

#7

(1) There is no evidence that volunteers receive training (e.g., they are not included in regular staff meetings, there are no conferences with staff under whose supervision they work).

1 2 3 4

(3) There is evidence that volunteers receive training (e.g., they are included in regular staff meetings whenever appropriate, there are conferences with staff under whose supervision they work).

#8

(1) The delegate agency is late in submitting the monthly report on its in-kind contributions (due date: 12th of the month following the reporting month).

1 2 3 4

(3) The delegate agency submits its monthly report on in-kind contributions on or before the 12th of the month following the reporting month.

#9

(1) Volunteers are not covered by liability insurance for accidents and transportation liabilities.

1 2 3 4

(3) Volunteers are covered by liability insurance for accidents and transportation liability insurance.

Volunteer Program

COMMENTS:

RECOMMENDATIONS:

This evaluation was completed by:_____
(name)

Check one: Date_____

_____GLACAA Staff

_____Delegate Agency Staff

_____Delegate Agency Parent

_____other

DELEGATE AGENCY ADMINISTRATION

AT _____
DELEGATE AGENCY

A. General Administration

RATING

#1 The delegate agency will have a written organization chart.

(1) The delegate agency has no written organization chart(s).

1 2 3 4

(3) The delegate agency has a written organization chart(s).

#2 The Project Director will hold regular staff meetings for all Supervisors and Coordinators.

(1) Regular meetings of Supervisors/Coordinators with the Project Director do not take place.

1 2 3 4

(3) Supervisor/Coordinators meet a minimum of twice a month with the Project Director.

#3 The Delegate agency will hold regular general staff meetings which will include all employees.

(1) General staff meetings do not take place.

1 2 3 4

(3) General staff meetings are held at least once a month.

#4 Planning for program improvement (specifying goals, objectives and their implementation) to include administration, representative staff and parents will take place.

(1) No program planning meetings are held.

1 2 3 4

(3) Program planning meetings are held at least three times a year.

EVALUATION OF DELEGATE AGENCY ADMINISTRATION (Continued)

RATING

#5 Program evaluation by administration, staff and parents will take place.

(1) Administration, staff and parents do not evaluate program during the year.

1 2 3 4

(3) Administration, staff and parents evaluate program at least once a year. (Specify nature of evaluation).

#6 The delegate agency will maintain an optimum level of staff morale.

(1) Staff morale is generally low.

1 2 3 4

(3) Staff morale is good.

(The team will ask the following questions individually of staff members:

How do you feel about working in this agency?

Do you think this is a pretty general feeling?

Do you get help from your Supervisor or Project Director when you ask for it?

Are others receiptive to new ideas you want to try out?

How about other components? What kind of working relationship do you have with them?

What do you like best about your job?

What don't you like?)

B. Personnel

#7 A specific staff member will be responsible for personnel procedures and records.

(1) No person has been designated as responsible for personnel procedures.

1 2 3 4

(3) There is a specific person assigned to personnel procedures.

RATING

#8 The personnel policies and practices code will be up-dated and will be used as a working document.

(1) The personnel code has not been revised within the last year.

1 2 3 4

(3) The personnel code has been revised on an on-going basis, or at least once annually.

#9 The personnel policies and practices code will be available to all staff and to interested parents.

(1) The personnel code has not been distributed to all staff and interested parents within the last year.

1 2 3 4

(3) The personnel code is distributed to all staff and to interested parents annually.

#10 A personnel file will be maintained for each employee and will be kept confidential

(1) Files containing personnel records of each employee are not maintained.

1 2 3 4

(3) Files containing personnel records of each employee are kept in a locked cabinet in the administrative office.

#11 The ethnic make-up of the staff will reflect the population served.

(1) The staff ethnic composition does not reflect the population served.

1 2 3 4

(3) The staff ethnic composition reflects the population served.

RATING

#12 The administration will evaluate the job performance of each employee at least annually.

(1) Employees have not received job performance evaluations during the last year.

1 2 3 4

(3) Each employee receives a job performance evaluation on his anniversary date, or at least annually.

#13 Acceptable salary ranges will be maintained.

(1) Salaries are below or above the ranges of the Head Start salary schedules.

1 2 3 4

(3) Salaries fall within the ranges of the Head Start salary schedules.

#14 Salaries will conform to the approved budget.

(1) Salaries do not conform to the approved budget.

1 2 3 4

(3) Salaries conform to the approved budget.

#15 An acceptable staffing pattern will be maintained.

(1) The staffing pattern deviates from the delegate agency proposal.

1 2 3 4

(3) The staffing pattern conforms to the delegate agency proposal.

C. Fiscal Management

#16 Timely fiscal reports will be submitted to the grantee.

(1) The monthly fiscal report, Form #158 and accompanying reports, are seldom submitted to GLACAA on time.

2 3 4

(3) The monthly fiscal reports are generally submitted to GLACAA on time.

98

RATING

#17 Accurate fiscal reports will be submitted to the grantee.

(1) The monthly fiscal report, Form #158 and accompanying reports, often require corrections.

1 2 3 4

(3) The monthly fiscal reports seldom require corrections.

#18 The Accountant will provide the Project Director with regular comparative financial reports to enable the Director to control and plan program budgeting.

(1) The Accountant does not submit a monthly report to the Director as specified below.

1 2 3 4

(3) The Accountant submits a monthly report to the Director which includes: (1) approved budget by line-item and cost category; (2) previous months expenses by category; (3) cumulative expenses to date; (4) total of unexpended funds; (5) percentage of expended funds to date compared to the percentage at which expense level should be at the end of a given period; and (6) projected expenditures anticipated.

D. Policy Making Groups

#19 Policy making bodies will meet regularly and there will be documentation of meetings.

(1) Minutes are not on file for monthly Board and PC meetings.

1 2 3 4

(3) Minutes are on file for all monthly Board and PC meetings.

#20 The delegate agency administration will keep the Board of Directors informed about the Head Start program.

(1) The Project Director or representative staff reports to the Board of Directors less than once a month.

1 2 3 4

(3) The Project Director or representative staff reports to the Board of Directors at least once a month.

RATING

#21 The delegate agency Board of Directors will be structured to include adequate representation of the poor as voting members.

(1) Representatives of the poor are not adequately represented as voting members on the Board of Directors.

1 2 3 4

(3) A single purpose agency's Board of Directors is composed of 1/3 voting members who represent the poor or a multi-purpose Agency's Board of Directors Head Start Committee is composed 1/2 voting members who represent the poor.

#22 The delegate agency Board of Directors will take an active part in the decision-making process for the Head Start Program.

(1) The Board of Directors does not make decisions regarding important matters of the Head Start Program.

1 2 3 4

(3) The Board of Directors makes decisions regarding important matters of the Head Start Program.

#23 The delegate agency Policy Committee will function on a regular basis.

(1) The agency PC has not met monthly during this program year.

1 2 3 4

(3) The agency PC meets at least once a month.

E. Record Keeping

#24 All delegate agency records will be maintained for an acceptable period of time.

(1) Records are kept for less than 3 years.

1 2 3 4

(3) Records are kept for a period of 3 years.

RATING

#25 The administration will develop and maintain adequate procurement policies and procedures.

(1) There are no written procurement policies and procedures.

1 2 3 4

(3) There are written procurement policies and procedures.

#26 The administration ensures that attendance reports are submitted to GLACAA on time.

(1) Attendance reports and accompanying reports are submitted on time.

1 2 3 4

(3) Attendance reports and accompanying Family Registers, and DPSS forms are submitted on time to the agency administration.

#27 Basic data will be maintained on enrolled children and their progress.

(1) Individual children's records are not maintained at the site.

1 2 3 4

(3) Individual children's records are maintained at the site.

F. Insurance

#28 There will be adequate insurance coverage which safeguards the program, properties and enrollees.

(1) There is incomplete insurance coverage.

1 2 3 4

(3) Insurance coverage includes at least fidelity bonding, liability insurance, fire and theft insurance and vehicle insurance.

G. Inventory

#29 A current property inventory will be maintained.

(1) A monthly inventory of all equipment is not on file.

1 2 3 4

(3) A monthly inventory of all equipment is on file.

RATING

#30 A physical inventory of property will be conducted at least annually.

(1) A physical inventory of equipment at the office and all sites has not be conducted within the last year.

1 2 3 4

(3) A physical inventory of equipment at the office and all sites has been conducted within the last year.

H. Non-Federal Share

#31 The delegate agency will meet its non-federal share requirement.

(1) The agency did not meet its non-federal dollar amount as of the last day of the previous month.

1 2 3 4

(3) The agency met its non-federal dollar amount as of the last day of the previous month.

#32 The actual in-kind contributions (e.g. rent, supplies, personnel) will correspond to those listed in the budget proposal.

(1) The actual in-kind contributions do not correspond to those listed in the budget proposal.

1 2 3 4

(3) The actual in-kind contributions correspond to those listed in the budget proposal.

I. Facilities

#33 Delegate Agency Office Space will meet cost guidelines.

(1) Office space cost is more than 25¢ per square foot.

1 2 3 4

(3) Office space cost is 25¢ per square foot or less.

RATING

#34 The Administration will maintain adequate leases of all facilities.

(1) Written leases or rent-free agreements are not on file for rental of office space and for all sites.

1 2 3 4

(3) Written leases or rent-free agreements are on file for the rental of office space and for all sites.

J. Regulations Governing Sites

#35 The administration will ensure that all sites meet Building and Safety, Fire and Health regulations.

(1) Occupancy permits, fire permits and health certificates are not posted at sites.

1 2 3 4

(3) Occupancy permits, fire permits and health certificates are posted at all sites.

K. Enrollment

#36 The administration will ensure full enrollment of the children.

(1) The program is not fully enrolled.

1 2 3 4

(3) The program is fully enrolled.

COMMENTS:

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RECOMMENDATIONS:

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_____

This evaluation has been completed by _____
(Name)

Check one:

___GLACAA Staff
___Delegate Agency Staff
___Delegate Agency Parent
___Other

Date:_____

CENTRAL ADMINISTRATION

RATING

Central Administration and Funding Sources

#1 Central Administration must submit proposals and all other required reports on time.

(1) Central Administration does not meet deadlines for proposals and other required reports.

1 2 3 4

(3) Central Administration generally meets deadlines for proposals and other required reports.

#2 Central Administration must ensure compliance to federal and state guidelines at central administration level.

(1) Central Administration is lax in ensuring compliance to federal and state guidelines at central administration level (e.g., does not act to meet special conditions).

1 2 3 4

(3) Central Administration acts promptly to ensure compliance with federal and state guidelines at the central administration level (e.g., acts to meet special conditions).

#3 Central Administration must ensure compliance to federal and state guidelines at delegate agency level.

(1) Central Administration does not enforce compliance to federal and state guidelines at delegate agency level. (Central administration is either unaware of violations or does not act to ensure compliance).

(3) Central administration enforces compliance to guidelines at delegate agency level.

Central Administration (cont'd)

Head Start and GLACAA Board.

#4 There must be representation from the Head Start Program on the GLACAA Board.

1 2 3 4

(1) There is no representation from the Head Start Program on the GLACAA Board.

(3) The Head Start Program is represented on the GLACAA Board.

#5 The GLACAA Board must receive information on a regular basis about the Head Start Program.

1 2 3 4

(1) The GLACAA Board receives no information about the Head Start Program (except at time of the approval of the Head Start proposal).

(3) GLACAA Board members receive information about the Head Start program on a regular basis (at least once every two months).

Central Administration (cont'd)

Central Administration and Policy Council

#6 The Head Start Director must provide necessary information received from the funding sources to the Policy Council on a timely basis.

(1) There is no established procedure for providing necessary information received from the funding sources to the Policy Council.

1 2 3 4

(3) There is a clearly defined procedure for providing necessary information received from the funding sources to the Policy Council as soon as possible.

#7 Central Administration must provide training to the Policy Council concerning Head Start policies, guidelines, performance standards and proposals.

(1) Training of the Policy Council concerning Head Start policies, guidelines, performance standards and proposals is inadequate - too little and too late.

1 2 3 4

(3) Comprehensive and timely training is provided to the Policy Council by central administration.

Head Start Policy Council (Grantee)

#8 The Head Start Policy Council must be composed of at least 50% parents of Head Start children presently enrolled in the program.

(1) The Head Start Policy Council is composed of less than 50% parents of Head Start children presently enrolled in the program.

1 2 3 4

(3) The Head Start Policy Council is composed of at least 50% parents of Head Start children presently enrolled in the program.

Central Administration (cont'd)

Head Start Policy Council (Grantee) (cont'd)

#9 The Head Start Policy Council must include representatives from the community.

(1) The Head Start Pclicy Council does not include representatives of the community.

1 2 3 4

(3) The Head Start Policy Council includes representatives of the community.

#10 All community representatives to the Head Start Policy Council must be approved by the elected parent members of the council.

(1) Community representatives function on the Head Start Policy Council without approval of the elected parent members of the council.

1 2 3 4

(3) All representatives of the community are approved by the elected parent members of the Head Start Policy Council.

Central Administration (cont'd)

Head Start Policy Council (Grantee) (cont'd)

#11 Functions

The Head Start Policy Council must perform the following functions:

a. It must be consulted when child development needs in the area to be served are identified.

b. It must approve or disapprove when goals of Head Start program are established, and when ways to meet them, within the HEW guidelines, are developed.

c. It must approve or disapprove when Delegate Agencies and the areas in which they will operate have been determined.

d. It must approve or disapprove when plans are developed to use all available community resources in Head Start.

e. It must approve or disapprove when criteria for selection of children within applicable laws and HEW guidelines have been established.

(1) The Head Start Policy Council performs none of these functions.

1 2 3 4

(3) The Head Start Policy performs all of these functions.

Check which functions are performed.

Central Administration (cont'd)

Head Start Policy Council (Grantee) (cont'd)

#12 The Head Start Policy Council must perform the following general administration functions:

a. It must approve or disapprove when the composition of the appropriate Policy Graoup and method for setting it up, (within HEW guidelines) have been determined.

b. It must approve or disapprove when it has been determined what services should be provided to Head Start from the CAA central office and the neighborhood centers (delegate agencies).

c. It has the general responsibility for establishing a method of hearing and resolving community complaints about the Head Start program.

d. It must be consulted when it has been ensured that standards for acquiring space, equipment and supplies are met.

1 2 3 4

(1) The Head Start Policy Council performs none of these functions.

(3) The Head Start Policy Council performs all of these functions.

Check which functions are performed.

Central Administration (Cont'd)

Head Start Policy Council (Grantee) (Cont'd)

#13 The Head Start Policy Council must perform the following personnel administration functions:

a. It must approve or disapprove when Head Start personnel policies (including establishment of hiring and firing criteria for Head Start staff, career development plans and employee grievance procedures) have been determined.

b. It must approve or disapprove when a Head Start Director of the grantee agency is hired or fired.

c. It must approve or disapprove when staff of the grantee agency is hired or fired.

(1) The Head Start Policy Council performs none of these functions.

1 2 3 4

(3) The Head Start Policy Council performs all of these functions.

Check which functions are performed.

#14 The Head Start Policy Council must perform the following grant applications process functions:

a. It must approve or disapprove when the request for funds and proposed work program have been prepared. Prior to sending to OCD.

b. It must approve or disapprove when major changes in budget and work program are made while program is in operation.

c. It must approve or disapprove when information needed for pre-review is provided to OCD.

(1) The Head Start Policy Council performs none of these functions.

1 2 3 4

(3) The Head Start Policy Council performs all of these functions.

Check which functions are performed.

Central Administration (cont'd)

Head Start Policy Council (Grantee) (Cont'd)

#15 The Head Start Policy Council has the following evaluation functions:

It has the responsibility for conducting self-evaluation of agency's Head Start program.

(1) The Head Start Policy Council does not perform this function.

1 2 3 4

(3) The Head Start Policy Council conducts a comprehensive evaluation of the agency's Head Start program.

Central Administration (Cont'd)

Central Administration and Delegate Agencies

#16 The Head Start Director must provide necessary information received from funding sources to delegate agencies on a timely basis.

(1) There is no established procedure for providing necessary information received from funding sources to the delegate agencies on a timely basis.

1 2 3 4

(3) There is an established procedure for providing necessary information received from funding sources to the delegate agencies as soon as possible.

#17 The Head Start Director must keep up-to-date on program activities of delegate agencies.

(1) There is no established procedure for providing the Head Start Director with up-to-date information on program activities of delegate agencies.

1 2 3 4

(3) There is an established procedure for providing the Head Start Director with up-to-date information on program activities of delegate agencies.

#18 The Head Start Director must provide leadership in improving existing programs.

(1) The Head Start Director shows little concern about program improvement (e.g., is not aware of need for program improvement, does not provide technical assistance through central administration staff).

1 2 3 4

(3) The Head Start Director provides leadership in improving existing programs (e.g., is aware of existing problems and deficiencies and provides technical assistance through Central Administration staff).

Central Administration (Cont'd)

Central Administration and Delegate Agencies (Cont'd)

#19 The Head Start Director must provide leadership in initiating new programs.

(1) The Head Start Director takes no or little initiative in program innovation.

1 2 3 4

(3) The Head Start Director takes an active role in initiating new programs.

#20 Delegate agencies and Policy Council must be informed, in writing, about the kinds of technical assistance available from the central administration.

(1) Delegate agencies and Policy Council are not informed about the kinds of technical assistance available from central administration staff.

1 2 3 4

(3) Delegate agencies and Policy Council are informed, in writing, about the kinds of technical assistance available from central administration staff, including the names of staff members responsible for different kinds of technical assistance.

Central Administration (cont'd)

General Administration

#21 Central Administration must have a written organization chart.

(1) Central Administration has no written, currently valid organization chart.

1 2 3 4

(3) Central Administration has a written, currenly valid organization chart.

#22 Central Administration must have a master calendar.

(1) There is no master calendar at central administration.

1 2 3 4

(3) There is a master calendar at central administration.

#23 The Head Start Director must hold regular staff meetings with all supervisors and coordinators.

(1) Regular meetings of supervisors and coordinators with the Head Start Director do not take place.

1 2 3 4

(3) Supervisors and coordinators meet a minimum of twice a month with the Head Start Director.

#24 Central Administration must hold regular general staff meetings which will include all employees.

(1) General staff meetings do not take place.

1 2 3 4

(3) General staff meetings are held at least once a quarter.

Central Administration (cont'd)

General Administration (cont'd)

#25 Planning for program improvement (specifying goals, objectives and their implementation), including administration, representative staff and parents must take place.

1 2 3 4

(1) No program planning meetings are held.

(3) Program planning meetings are held at least three times a year.

Central Administration (cont'd)

Fiscal Management:

Central Administration and Funding Sources

#26 Timely fiscal reports must be submitted to the funding sources.

(1) The monthly fiscal reports (CE-PEP 4 to the State and R-15 to OCD) are seldom submitted on time.

1 2 3 4

(3) The monthly fiscal reports are generally submitted on time.

#27 Accurate fiscal reports must be submitted to the funding sources.

(1) The monthly fiscal reports (CE-PEP 4 and R-15) often require corrections.

1 2 3 4

(3) The monthly fiscal reports seldom require corrections.

Fiscal Management:

In-house

#28 The accountant must provide the Head Start Director with regular comparative financial reports to enable the Director to control and plan program budgeting.

(1) The accountant does not submit a monthly report (as specified below) to the Director.

1 2 3 4

(3) The accountant submits a monthly report to the Director, which includes: (1) approved budget by line-item and cost category; (2) previous month's expenses by category; (3) cumulative expenses to date; (4) total of unexpended funds; (5) percentage of expended funds to date compared to the percentage at which expense level should be at the end of a given period; and projected expenditures anticipated.

Central Administration (cont'd)

Audit

#29 There must be an annual audit at the central administration, conducted in accordance with OEO guidelines.

1 2 3 4

(1) An annual audit has not been conducted.

(3) There has been an annual audit, conducted according to OEO guidelines.

Central Administration

Personnel

#30 A specific staff member must be responsible for personnel procedures and records.

(1) No person has been designated as responsible for personnel procedures and records.

1 2 3 4

(3) There is a specific person assigned to personnel procedures and records.

#31 The personnel policies and practices code must be updated and will be used as a working document.

(1) The personnel code has not been revised within the last year.

1 2 3 4

(3) The personnel code has been revised on an on-going basis, or at least once a year.

#32 The personnel policies and practices code must be available to all staff and to interested parents.

(1) The personnel code is not available to staff and interested parents.

1 2 3 4

(3) The personnel code is distributed to all staff and to interested parents annually.

#33 A personnel file must be maintained for each employee and will be kept confidential.

(1) Files containing personnel records of each employee are not maintained.

1 2 3 4

(3) Files containing personnel records of each employee are kept in a locked cabinet.

Central Administration (Cont'd)

Personnel (cont'd)

#34 The ethnic make-up of the staff must reflect the population served.

(1) The staff ethnic composition does not reflect the population served.

1 2 3 4

(3) The staff ethnic composition reflects the population served.

#35 The administration must evaluate the job performance of each employee at least annually.

(1) Employees have not received job performance evaluations during the last year.

1 2 3 4

(3) Each employee receives a job performance evaluation on his anniversary date or at least annually.

#36 Acceptable salary ranges must be maintained.

(1) Salaries are below or above the ranges of the Head Start salary schedules.

1 2 3 4

(3) Salaries fall within the ranges of the Head Start salary schedules.

#37 Salaries must conform to the approved budget.

(1) Salaries do not conform to the approved budget.

1 2 3 4

(3) Salaries do conform to the approved budget.

Central Administration (cont'd)

Personnel (cont'd)

#38 An acceptable staffing pattern, as indicated in the approved proposal, must be maintained.

(1) The staffing pattern deviates from the central administration proposal.

1 2 3 4

(3) The staffing pattern conforms to the central administration proposal.

Central Administration (cont'd)

Staff

#39 The functions of all staff members must be clearly defined.

(1) Job descriptions are not available for all staff members.

1 2 3 4

(3) Job descriptions are available for all staff members and they are up-to-date.

#40 The Head Start Director must provide necessary information received from funding sources, distributed to or received from delegate agencies, to all appropriate Head Start Staff on a timely basis.

(1) There is no established procedure for providing staff with necessary information.

1 2 3 4

(3) There is an established procedure for providing necessary information to appropriate staff as soon as possible.

Central Administration (cont'd)

Staff (cont'd)

#41 Central Administration must maintain an optimum level of staff morale.

1 2 3 4

(1) Staff Morale is generally low.

(3) Staff morale is good.

Note: Base your evaluation of staff morale on responses to the following items:

(1) Staff feel that they are not treated fairly.

(3) Staff feel that they are treated fairly.

(1) Staff do not feel that they are informed on matters which affect them.

(3) Staff feel that they are well-informed on matters which affect them.

(1) Staff do not feel that they have an important or useful role to play.

(3) Staff feel that they have an important and useful role to play.

(1) Staff does not feel that their skills are being utilized.

(3) Staff feel that their skills are being utilized.

(1) Staff feels that their working relationship with other components is poor.

(3) Staff feel that they have a good working relationship with other components.

Central Administration (cont'd)

Staff Training

#42 Training for Central Administration staff must be provided on a regular basis.

(1) There are no provisions for giving regular training to clerical staff.

1 2 3 4

(3) Clerical staff is provided with regular training opportunities.

#43 (1) There are no provisions for giving regular training to non-professional staff.

1 2 3 4

(3) Non-professional staff is provided with regular training opportunities.

#44 (1) There are no provisions for giving regular training to professional staff.

1 2 3 4

(3) Professional staff is provided with regular training opportunities.

Central Administration (cont'd)

Facilities

#45 Central Administration offices must be easily accessible to delegate agency staff and parents.

(1) Central Administration offices are not easily accessible.

1 2 3 4

(3) Central Administration offices are easily accessible.

Please state basis for evaluation:

#46 Central Administration must provide a meeting place for parents and delegate agencies.

(1) Central Administration does not provide a meeting place for parents and delegate agencies.

1 2 3 4

(3) Central Administration provides a meeting place for parents and delegate agencies.

#47 Meeting areas provided for parents and delegate agencies must be pleasant and comfortable.

(1) Meeting areas are dirty, poorly lighted and poorly heated.

1 2 3 4

(3) Meeting areas are clean, well-lighted and well-heated.

Central Administration (cont'd)

Resources

#48 Central Administration must maintain an up-dated file on community resources and volunteers.

(1) No file on community resources and volunteers is available.

1 2 3 4

(3) An up-dated file on community resources and volunteers is available.

#49 The Central Administration's file on community resources and volunteers must be made available to delegate agencies and to the Policy Council.

(1) The Central Administration's resources file is not made available to delegate agencies or the Policy Council.

1 2 3 4

(3) There is an established procedure for making the Central Administration's community resources file available to delegate agencies and the Policy Council.

Central Administration (cont'd)

Health Services Advisory Board

#50 There must be a Health Services Advisory Board.

(1) There is no Health Advisory Board.

1 2 3 4

(3) There is a Health Advisory Board.

#51 There must be a Health Services Advisory Board whose membership includes Head Start parents, health services providers and specialists.

(1) The Health Services Advisory Board does not include one or more of the groups which should be represented.

1 2 3 4

(3) The Health Services Advisory Board includes all groups which should be represented.

#52 The Health Services Advisory Board must assist program staff in planning the Health Services program, in operating the Health Services program, and in evaluating the Health Services Program.

(1) The activities of the Health Services Advisory Board do not cover full scope of assigned functions.

1 2 3 4

(3) The activities of the Health Services Advisory Board cover the full scope of assigned functions.

#53 The Health Services Advisory Board must meet regularly.

(1) The Health Services Advisory Board meets irregularly and infrequently.

1 2 3 4

(3) The Health Services Advisory Board meets at least once a month.

Central Administration (cont'd)

Health Services Advisory Board (cont'd)

Note: There may be a joint Health Services Advisory Board including medical health services, dental health services and mental health services or three separate Health Services Advisory Boards (for medical, dental and mental health services). If there are separate Boards, each should meet at least 3 times a year.

Central Administration (cont'd)

Central Administration Career Development Committee

#54 There must be a GLACAA career development committee.

(1) No career development committee exists at GLACAA.

1 2 3 4

(3) There is a GLACAA career development committee.

#55 The permanent members of the GLACAA career development committee must include one non-professional, one parent, and one professional representative from each delegate agency.

(1) The GLACAA career development committee does not have adequate representation from all delegate agencies.

1 2 3 4

(3) The GLACAA career development committee includes a non-professional, a parent and a professional representative from each delegate agency.

#56 The GLACAA career development committee must meet on a regular basis.

(1) The GLACAA career development committee meets irregularly and infrequently.

1 2 3 4

(3) The GLACAA career development committee meets at least once a month.

Central Administration (cont'd)

Central Administration Career Development Committee (cont'd)

#57 The GLACAA career development committee must coordinate and evaluate the Supplementary Training Programs.

(1) The GLACAA career development committee is not involved in the Supplementary Training Program.

1 2 3 4

(3) The GLACAA career development committee coordinates and evaluates the Supplementary Training Program.

#58 The GLACAA career development committee must advise the Head Start Director in the development of training plans.

(1) The GLACAA career development committee does not advise the Head Start Director in the development of training plans.

1 2 3 4

(3) The GLACAA career development committee advises the Head Start Director in the development of training plans.

Central Administration (cont'd)

Management Information System

#59 A management information system must be maintained which meets the needs and requirements of the funding sources.

(1) The management information system meets the needs and requirements of the funding sources only partially.

1 2 3 4

(3) The management information system meets the needs and requirements of the funding sources.

#60 Management information reports must be accurate.

(1) Management information reports frequently contain errors.

1 2 3 4

(3) Management information reports are generally accurate. (as indicated by annual audit of reports conducted by funding sources).

#61 Management information reports must be distributed to delegate agencies and Policy Council on a timely basis for end of year reporting requirements.

(1) Management information reports are usually distributed too late to be useful for end of year reporting requirements.

1 2 3 4

(3) Management information reports are distributed on a timely basis for end of year reporting requirements.

Central Administration (cont'd)

Management Information System (cont'd)

#62 Management information reports must be distributed to delegate agencies and Policy Council on a timely basis for on-going operation.

(1) Management information reports are usually distributed too late to be useful for on-going operation.

1 2 3 4

(3) Management information reports are distributed on a timely basis for on-going operation.

Central Administration (cont'd)

Program Evaluation

#63 Central Administration must conduct an evaluation of the Head Start Program at least once a year.

(1) Central Administration did not conduct an evaluation of the Head Start Program during the current program year.

1 2 3 4

(3) Central Administration did conduct an evaluation of the Head Start Program during the current program year.

#64 The evaluation conducted by central administration must include all program components.

(1) The evaluation conducted by central administration did not include all program components.

1 2 3 4

(3) The evaluation conducted by central administration included all program components.

#65 The evaluation procedure will be developed jointly by GLACAA staff, delegate agency staff and parents.

(1) The evaluation procedure was developed by GLACAA staff only.

1 2 3 4

(3) The evaluation procedure was developed by GLACAA staff, delegate agency staff and parents.

#66 The results of the evaluation must be disseminated to delegate agencies and to the Policy Council.

(1) No dissemination of the results of the evaluation takes place.

1 2 3 4

(3) Results of the evaluation are disseminated to the delegate agencies and to the Policy Council.

Central Administration (cont'd)

Program Evaluation (cont'd)

#67 The results of the evaluation must be used as a basis for program improvement.

(1) No action is taken to produce program improvement in program components which have been evaluated as deficient.

1 2 3 4

(3) Central Administration is taking action to produce improvement in program components which have been evaluated as deficient.

COMMENTS

_____

_____

_____

_____

_____

_____

RECOMMENDATION

_____

_____

_____

_____

_____

_____

This evaluation was completed by:_____
(NAME)

Date:_____

Check one:
_____GLACAA Staff
_____Delegate Agency Staff
_____Delegate Agency Parent
_____Other

APPENDIX B

TABLES FOR THE EVALUATION RESULTS BY COMPONENT

Evaluation by Component

On the following tables for the evaluation results, note that:

1 means that performance is substantially below the performance standards and needs immediate improvement,

2 means that performance is somewhat below performance standards and needs improvement;

3 means that performance meets performance standards

4 means that performance exceeds performance standards.

NO means not observed

NA means not applicable

Numbers separated by a slash, e.g. 2/3, indicates that team members did not agree in their evaluation.

JUNE, 1973 - EVALUATION BY COMPONENT: EDUCATION
HEAD START/STATE PRESCHOOL PROGRAM

DELEGATE AGENCIES (PART I - NOS. 1-7)

ITEM	1			2	3						4		5			6				7			
1.	3	3	2	1	3	3	3	2	2	NO	1	2	3	3	3	3	3	3	3	3	3	3	3
2.	2	2	2	3	2	3	2	3	3	2	2	3	3	3	2	3	3	3	2	3	3	3	3
3.	2	2	2	3	2	3	2	3	2	2	2	3	3	3	2	2	3	2	3	3	3	3	3
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8.	2	2	1	3	2	3	2	3	3	2	3	4	3	2	2	3	1	3	3	3	3	3	4
9.																							
10.	3	2	2	3	2	2	3	2	2	3	3	4	3	3	3	2	2	3	1	3	3	3	3
11.	3	3	2	4	2	2	2	2	2	2	1	3	3	3	3	3	3	3	3	3	3	3	3
12.	2	2	2	4	2	3	2	2	2	3	2	3	3	3	3	3		3	2	3	3	3	4
13.	4	3	2	4	2	3	3	3	3	3	2	4	3	3	3	3	2	3	2	3	3	3	4
14.	4	3	3	4	3	3	3	3	3	NO	2	4	NO	3	NO	NO	NO	3	NO	3	3	3	4
15.	3	3	3	3	NO	3	3	3	3	2	2	3	NO	3	NO	NO	NO	3	NO	3	3	3	4
16.	4	3	3	3	3	3	3	3	3	2	3	3	2	3	2	3	3	3	3	3	3	3	4
17.	3	3	2	3	2	2	2	3	3	2	3	3	2	3	3	NO	2	3	NO	3	3	3	4
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26.	3	3	2	4	2	3	2	2	3	3	3	3	3	3	2	3	2	3	1	3	3	3	
27.	3	3	2	4	2	3	2	2	3	2	3	3	3	3	2	3	1	3	1	3	3	3	

JUNE, 1973 - EVALUATION BY COMPONENT: EDUCATION
HEAD START/STATE PRESCHOOL PROGRAM

DELEGATE AGENCIES (PART II - NOS. 8-14)

ITEM	8	9	10	11	12	13	14
1.	3 3 3 3	3 3 3	3 3 3	3 3 3 3	3 3 3	3 3 3	4 3 3 3 2
2.	2 3 2 3	3 2 3	3 3 3	3 3 3 3	3 2 3	3 1 3	3 3 3 3 2
3.	2 3 2 2	4 2 3	3 3 3	3 3 4 3	3 3 3	3 2 3	3 3 3 3 3
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5.	1 2 2 3	3 2 2	3 3 2	3 3 4 3	3 1 3	2 1 3	3 3 3 3 1
6.	2 3 3 3	3 2 3	3 3 2	3 3 3 3	3 3 3	2 2 3	2 3 3 4 3
7.	2 2 2 2	4 2 2	3 3 2	3 3 4 3	3 3 3	2 1 3	4 3 3 2 2
8.	2 2 2 2	3 2 3	3 3 2	3 3 4 3	3 3 3	3 2 3	3 4 3 3 2
9.							
10.	3 2 2 3	3 3 NO	3 3 2	3 3 3 3	3 3 3	2 1 4	3 3 3 4 2
11.	2 3 2 2	3 3 2	3 3 3	3 3 4 3	3 2 2	1 1 3	2 2 3 3 2
12.	2 3 2 3	4 3 3	3 4 2	3 3 4 3	3 3 3	2 2 3	3 3 4 4 3
13.	3 3 2 3	4 2 2	3 3 2	3 4 3 3	3 3 3	3 2 3	3 3 3 3 3
14.	NO 2 3 3	3 3 3	3 3 2	3 3 3 3	3 3 3	3 2 3	3 3 3 3 3
15.	2 3 2 NO	3 3	3 2 1	3 3 3 3	3 3 3	NO 2 3	3 3 3 4 3
16.	2 3 3 3	3 3 3	2 3 3	3 3 3 3	3 3 3	3 2 3	3 3 3 3 3
17.	2 3 NO NO	3 2 3	2 3 2	3 3 3 3	3 3 3	2 2 3	4 3 3 3 2
18.	3 3 3 3	3 2 3	3 3 2	3 3 3 2	3 2 3	3 1 3	3 3 3 3 3
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23.	2 2 2 2	3 2	3 3 2	3 3 3 3	3 2 3	3 2 3	3 3 3 3 3
24.	2 2 1 2	3 3 3	3 3 3	3 3 3 3	3 3 3	3 2 3	3 3 3 3 1
25.	2 3 3 2	3 2 3	3 3 2	3 3 3 3	3 3 3	3 2 4	3 3 3 3 3
26.	2 2 1 2	3 2 3	3 3 3	3 3 3 3	3 3 3	3 2 3	3 3 3 3 3
27.	2 2 1 2	4 2 3	3 3 2	3 3 3 3	3 2 2	3 1 3	4 3 3 3 1

JUNE, 1973 - EVALUATION BY COMPONENT: BILINGUAL/BICULTURAL
HEAD START/STATE PRESCHOOL PROGRAM

ITEM	DELEGATE AGENCIES														
	1	2	3	4	5	6	7	8	9	10	11	12		13	14
1.	2	3	1	3	2	1	3	2	2	1	1	3	3	1	3
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21.	3	3	2	3	2	3	3	3	2	2	3	3	3	3	3

JUNE, 1973 - EVALUATION BY COMPONENT: HEALTH
HEAD START/STATE PRESCHOOL PROGRAM
DELEGATE AGENCIES

ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	3	3	2	3	2	3	3	3	3	3	1	3	1	3
2.	4	3	2	3	2	3	3	3	3	2	2	4	2	3
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4.	3	4	3	3	4	4	1	4	3	3	2	3	2	3
5.														
6.	3	3	2	2	3	1	1	3	2	2	1	2	1	2
7.	3	2	2	2	3	2	1	2	3	2	1	2	1	3
8.														
9.	4	4	1	3	3	3	3	3	4	1	3	3	3	4
10.	4	3	2	4	3	2	3	4	1	1	1	3	1	4
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32.	3	3	3	3	1	3	3	1	3	3	1	3	3	3
33.	3	3	2	2	3	3	3	3	3	3	2	3	3	3
34.	3	3	3	3	3	3	3	3	3	3	2	3	3	3

EVALUATION BY COMPONENT: SOCIAL SERVICES
HEAD START/STATE PRESCHOOL PROGRAM
JUNE, 1973

DELEGATE AGENCIES

ITEM	1	2	3	4	5	6	7	8	9	10	11		12	13	14
1.	3	3	3	4	2	4	4	3	3	2	3	2	2	3	3
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18.	3	3	3	3	3	3	3	2	3	3	3	3	2	4	3
19.	2	3	3	4	3	3	3	2	3	3	3	3	2	3	2

EVALUATION BY COMPONENT MENTAL HEALTH
HEAD START/STATE PRESCHOOL PROGRAM
JUNE, 1973

DELEGATE AGENCIES

ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	3	2	2	3	3	2	3	4	3	1	3	3	3	4
2.	3	1	3	4	3	3	4	4	3	3	3	3	3	4
3.	2	1	3	3	2	1	3	3	2	3	3	2	3	3
4.	2	1	2	3	2	2	3	3	3	2	3	3	3	4
5.	1	1	2	4	2	2	3	4	2	3	3	2	3	4
6.	3	1	2	4	3	3	3	4	2	4	3	2	3	4
7.	3	1	3	4	3	1	4	4	2	2/3	2/3	2	3	4
8.	3	1	3	4	3	2/3	3	4	2	3	3	2	3	4
9.	3	1	3	3	3	2	4	4	3	2	3	2	3	3
10.	3	2	3	3	3	1	4	4	2	4	2/3	3	3	4
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13.	3	2	3	3	3	2	3	4	3	3	3	4	4	4
14.	3	3	3	4	3	3	3	3	3	4	3/4	4	4	4

JUNE, 1973 - EVALUATION BY COMPONENT: PARENT INVOLVEMENT
HEAD START/STATE PRESCHOOL PROGRAM

DELEGATE AGENCIES

ITEM	.1	.2	3	.4	.5	.6	7	8	.9	10	.11	.12	.13	.14
1.	3	3	3	3	3	3	3	3	3	3	3	3	2	3
2.	3	2	3	3	3	3	3	3	3	3	3	3	3	3
3.	3	2	2	3	2	3	3	3	3	3	3	3	3	3
4.	3	2	3	3	3	3	3	3	3	3	3	3	3	3
5.	3	1	1	3	3	1	3	3	3	3	3		3	3
6.	3	2	3	3	2	3	3	3	3	3	3		3	2
7.	3	2	3	3	3	2	3	3	3	3	3	3	3	2
8.	2	3	3	3	2	2	3	3	3	3	2		2	2
9.	3	1	3	3	2	2	3	3	3	2	3	3	3	2
10.	3	1	1	1	2	1	3	3		1	2	2	3	2
11.	3	1	3	2	1	2	3	3	3	1	3	2	3	1
12.	3	1	3	2	1	2	3	3	3	1	3	2	3	2
13.	3	2	3	3	1	3	3	3	3	1	3	2	3	2
14.	3	1	3	2	2	2	3	3	3	3	3	3	2	2
15.	3	2	3	3	3	3	3	3	3	2	3	3	3	2
16.	3	3	3	3	2	3	3	3	3	3	2	2		2
17.	3	2	3	3	2	2	3	3	3	2	3	3	2	2
18.	3	2	3	2	2	2	3	3	3	2	3	3	3	2
19.	3	3	3	3	3	2	3	3	3	3	3	2	3	2
20.	3	3	3	3	3	2	3	3	4	3	3	2	3	2
21.	3	1	2	3	3	2	3	3	4	3	3	3	2	2
22.	3	1	2	3	3	2	3	3	3	3	3	3	3	2
23.	3	2	3	3	3	3	3	3	4	3	3	2	3	2

JUNE, 1973 - EVALUATION BY COMPONENT: FACILITIES
HEAD START/STATE PRESCHOOL PROGRAM

DELEGATE AGENCIES

ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	3 3 3	3 3 3	3 3	3 [2] 3	3 3 3	3 3 3	3 3	3 3	3 3 3	3 3 3	3 3	3 2/3	3 3	3 3 3
2.	3 3 3	3 3 3	3 3	3 3 3	3 3 3	3 3 3	3 3	3 3	3 3 3	3 4 3	3 3	3 3	3 3	3 3 3
3.	3 3 3	3 3 3	3 3	3 3 3	3 3 3	3 3 3	3 3	3 3	3 3 3	3 4 3	3 3	3 2/3	[2] 3	3 3 3
4.	3 3 3	3 3 3	3 3	3 3 3	3 3 3	3 3 3	3 3	3 3	3 3 3	3 4 3	3 3	3 2/3	3 3	3 3 3
5.	3 3 3	3 3 3	3 3	3 3 3	3 3 3	3 3 3	[1] 3	3 3	3 3 3	3 3 3	3 3	3 3	3 3	3 3 3
6.	NA NA NA	3 3 3	3 NA	NA NA 3	NA	NA NA 3	[2] 3	NA NA	3 3 3	3 4 3	NA NA	NA 3	NA 3	NA NA 3
7.	NA NA NA	3 3 3	3 NA	3 NA NA	NA	NA 3	NA NA	3 3	3 3 3	3 3 3	NA NA	NA 3	NA 3	NA NA NA
8.	3 3 3	3 3 3	3 3	3 [2] 3	3 3 3	3 3 3	[2] 3	3 3	3 3 [2]	3 3 3	3 3	3 3	3 3	3 3 3
9.	3 3 3	3 3 3	3 3	3 3 3	3 3 3	3 3 3	[2] [2]	3 3	3 3 3	3 4 3	3 3	3 3	3 [2]	3 3 3
10.	3 3 3	3 3 3	3 3	3 3 3	3 3 3	3 3 3	3 3	3 3	3 3 3	3 3 3	3 3	3 3	3 3	3 3 3
11.	3 3 3	3 3 3	3 3	3 3 3	3 3 3	3 3 3	3 3	3 3	3 3 3	3 4 3	3 3	3 3	3 3	3 3 3
12.	3 3 3	3 3 3	3 3	3 3 3	3 3 3	3 3 3	3 3	3 3	3 3 3	3 3 3	3 3	3 3	3 3	3 3 3
13.	2/3 3 3	3 3 3	3 3	3 3 3	3 3 3	3 3 3	3 3	3 3	[2] 3 3	3 4 3	3 3	3 3	3 3	3 3 3
14.	3 3 3	3 3 3	3 3	3 3 3	3 3 3	3 3 3	3 3	3 3	3 3 3	3 4 3	3 3	3 3	3 3	3 3 3
15.	3 3 3	3 3 3	3 3	3 3 3	3 3 3	3 3 3	3 3	3 3	3 3 3	3 3 3	3 3	3 3	3 3	3 3 3
16.	3 3 3	3 3 3	3 [2½]	3 3 3	3 3 3	3 3 3	3 3	3 3	3 3 3	3 3 3	[1] [1]	3 3	3 [1]	3 3 3
17.	3 3 3	[2] [2] 4	[2] 3	[2] [2] [2]	3 3 3	[1] 3 3	3 3	3 3	3 [2] 3	3 3 3	3 3	[2] [2]	4 [1]	3 3 3
18.	3 3 3	3 3 3	3 4	[2] 3 [2]	3 2 4	3 3 3	[2] 3	3 3	3 3 3	3 4 3	3 3	3 2/3	[2] 3	3 3 3
19.	3 3 3	3 3 3	3 3	3 3 3	3 3 3	3 3 3	3 3	3 3	3 3 3	3 3 3	3 3	3 3	3 3	3 3 3
20.	3 3 3	3 3 3	3 3	3 3 3	3 3 3	3 3 3	3 3	3 3	3 3 3	3 3 3	3 3	3 3	3 3	3 3 3
21.	3 3 3	3 3 4	4 3	3 3 3	[2] 3 [2]	3 3 3	3 3	[2] 3	[1] 3 [2]	3 4 3	3 3	3 [2]	[2] 3	3 3 3
22.	3 3 3	3 3 4	4 3	3 3 3	[2] 3 [2]	3 3 3	[2] 3	[2] 3	1 3 3	3 4 3	3 3	3 [2]	[2] 3	3 3 3
23.	3 3 3	3 [2] 4	4 4	3 3 3	3 3 3	3 3 3	[2] 3	[2] 3	[2] 3 [1]	3 4 3	3 2/3	3 [2]	[1] 2/3	3 3 3
24.	3 3 3	3 3 3	3 3	3 3 3	3 3 3	3 3 3	3 3	3 3	3 3	3 4 3	3 3	3 3	3 [2]	3 3 3
25.	3 3 3	[1] 3 3	4 3	3 3 3	3 3 3	3 3 3	[2] 3	3 [2]	3 3	3 4 3	3 3	3 [2]	3 [2]	3/4 3 3
26.	2/3 [2] 3	[1] 3 3	3 3	[2] 3 [2]	[2] 3 [2]	3 3 3	[2] 3	3 3	3 3 NA	[2] 4 4	[2] 3	[2] 4	[2] [1]	4 3 [2]
27.	3 3 [2]	[2] 3 3	4 3	[2] 3 3	3 3 [2]	3 3 3	[2] 3	[2] [2]	3 [2] NA	3 4 3	3 3	3 3	[2] [2]	[2] 3 3

JUNE, 1973 - EVALUATION BY COMPONENT: CAREER DEVELOPMENT

HEAD START/STATE PRESCHOOL PROGRAM

DELEGATE AGENCIES

ITEM	.1	.2	.3	.4	.5	.6	.7	.8	.9	.10	.11	.12	.13	.14
1.	3	2	3	4	3	2	3	4	3	3	2	4	3	3
2.	3	2	2	4	2	2	3	3	3	3	3	3	3	3
3.	3	1	4	4	3	3	3	3	3	3	3	3	3	3
4.	3	1	3	4	3	3	2	3	3	3	3	3	3	3
5.	3	2	3	3	3	3	3	3	3	3	3	3	3	3
6.	3	1	3	3	3	4	3	3	3	3	2	3	3	3
7.	3	1	1	2	1	2	2	3	1	1	2	1	1	1
8.	3	3	2	3	1	3	3	3	3	3	3	3	3	
9.	3	2	3	3	1	3	3	3	2	1	2	3	2	3
10.	3	3	3	3	3	2	3	3	2	2	3	3	3	3
11.	3	1	3	3	1	2	3	3	2	2	3	3	2	3
12.	3	3	4	3	3	2	3	3	2	3	3	3	3	3
13.	3	1	3	3	3	2	3	3	3	3	3	3	3	3
14.	3	1	1	3	1	3	3	3	3	2	3	1	2	1
15.	3	3	3	3	2	3	3	3	3	2	3	3	3	3
16.	3	2	3	3	3	3	3	3	3	1	3	1	2	1
17.	3	2	2	3	3	3	3	3	3	1	3	1	2	1
18.	3	3	2	3	2	3	3	3	3	1	3	2	2	1
19.	3	2	2	3	3	3	3	3	3	2	3	2	2	1
20.	3	1	2	3	2	3	3	3	2	1	3	2	3	1
21.	3	2	3	4	1	2	4	3	3	2	3	3	2	3
22.	1	1	3	2	1	1	3	3	1	1	1	2	1	1

JUNE, 1973 - EVALUATION BY COMPONENT: NUTRITION
HEAD START/STATE PRESCHOOL PROGRAM

DELEGATE AGENCIES

ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	[2]	4	[2]	[2]	4	[2]	[2]	4	3	3	[2]	3	[2]	[2]
2.	4	3	3	3	3	3	3	3	3	3	3	4	3	3
3.	3	3	3	3	3	3	4	3	3	3	3	3	3	3
4.	3	3	3	3	3	3	3	4	4	4	3	3	4	3
5.	3	3	3	3	3	3	3	3	3	3	4	3	3	3
6.	3	3	3	3	3	3	3	3	3	3	3	3	3	3
7.	3	3	3	3	3	3	[2]	3	3	3	[2]	3	3	3
8.	4	3	3	3	3	3	3	4	3	4	4	3	4	3
9.	3	3	3	3	3	3	3	3	3	3	3	3	3	3
10.	3	3	3	3	3	3	3	3	3	3	3	3	3	3
11.	3	3	3	3	3	3	3	4	3	3	[2]	3	3	3
12.	3	3	3	3	3	3	3	3	3	3	3	3	3	3
13.	3	3	[2]	3	3	3	3	3	3	3	3	3	3	3
14.	3	3	3	3	3	3	3	3	3	3	3	3	3	3
15.	3	3	3	3	3	3	3	3	3	4	[2]	3	3	3
16.	3	3	[2]	3	3	3	3	4	4	3	[2]	4	3	3
17.	3	3	NO	3	3	3	[2]	3	3	3	3	3	3	3
18.	3	3	NO	3	3	3	3	3	3	3	3	3	3	3
19.	3	3	3	4	3	3	4	3	3	3	3	3	3	4
20.	3	[2]	[2]	4	3	3	3	3	4	4	[2]	3	3	4
21.	3	3	3	3	3	3	3	3	3	3	3	3	3	3
22.	3	3	3	3	3	3	3	4	4	4	3	4	4	3
23.	3	3	3	3	3	3	3	3	3	3	3	4	3	3
24.	3	4	3	3	3	3	3	4	4	4	[2]	3	3	3
25.	3	3	[2]	3	3	3	3	3	3	3	3	3	4	3
26.	3	3	[2]	3	3	3	3	3	3	4	4	3	3	3
27.	3	3	NO	3	3	3	3	3	3	3	3	3	3	3
28.	3	3	NO	3	3	3	3	3	3	3	3	3	3	3
29.	3	4	3	3	3	3	[2]	3	[2]	3	3	3	3	3

EVALUATION BY COMPONENT: VOLUNTEERS
HEAD START/STATE PRESCHOOL PROGRAM
JUNE, 1973

DELEGATE AGENCIES

ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	4	4	2	3	2	4	4	3	2	4	3	3	3	4
2.	4	4	2	4	2	4	4	2	2	3	2	3	3	4
3.	4	4	2	4	3	4	4	2	3	3	2	1	2	4
4.	4	4	2	3	3	4	4	4	2	3	3	2	2	4
5.	4	3	2	3	3	4	4	2	2	3	1	4	1	3
6.	4	3	2	4	2	3	4	3	3	2	3	2	3	4
7.	4	4	2	4	2	3	4	2	2	3	3	2	2	4
8.	3	2	2	3	3	4	2	3	3	3	3	3	2	3
9.	3	3	2	3	3	3	3	3	3	3	3	3	3	3

JUNE, 1973 - EVALUATION BY COMPONENT: DELEGATE AGENCY ADMINISTRATION
HEAD START/STATE PRESCHOOL PROGRAM

DELEGATE AGENCIES

ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	3	3	3	3	4	4	3	3	4	3	3	3	3	3
2.	4	2	4	3	3	4	3	3	3	3	4	3	3	3
3.	3	2	3	3	1	3	3	3	3	3	3	3	3	3
4.	3	2	3	4	2	3	3	2	3	3	2	3	3	3
5.	3	2	3	3	3	3	2	2	3	3	1	3	3	3
6.	2	4	4	2	3	4	3	1	4	4	3	4	4	4
7.	3	3	3	3	3	3	2	3	3	3	3	2	3	3
8.	3	1	3	2	2	3	1	2	3	3	1	1	2	1
9.	3	2	3	3	2	4	1	1	2	4	3	1	4	2
10.	3	3	3	3	3	3	3	2	3	4	3	3	3	3
11.	2	3	3	2	3	2	3	3	3	2	1	3	3	2
12.	3	2	3	2	3	4	1	2	3	4	3	1	3	1
13.	2	2	2	2	2	2	2	2	2	2	1	1	2	2
14.	2	3	2	NA	1	3	2	2	2	1	1	2	3	2
15.	2	2	3	NA	2	2	3	2	3	2	2	2	2	3
16.	3	1	3	3	1	2	2	1	3	1	3	3	3	2
17.	3	3	3	3	3	3	3	NA	3	3	3	3	3	3
18.	3	2	3	2	2	2	3	2	2	2	4	2	2	2
19.	1	2	3	2	3	2	3	3	3	3	3	4	3	4
20.	1	2	3	2	4	3	3	3	3	4	3	4	3	3
21.	2	3	3	1	3	3	3	3	3	3	1	3	3	3
22.	2	3	3	1	3	3	3	3	2	3	3	3	3	3
23.	2	3	3	3	3	3	3	3	3	3	4	4	3	3
24.	3	3	3	3	3	3	3	3	3	3	3	2	3	3
25.	1	3	3	3	3	3	3	1	3	3	3	3	3	3
26.	3	2	3	2	3	3	2	2	3	2	2	2	3	3
27.	3	2	3	3	2	2	3	2	2	3	3	4	3	3
28.	2	3	3	3	2	3	1	2	3	3	2	3	3	3
29.	2	1	3	3	3	3	1	2	3	3	1	3	1	3
30.	1	3	3	3	3	3	1	3	3	3	3	3	1	3
31.	3	3	3	3	3	2	2	1	3	3	3	4	2	3
32.	2	3	3	2	2	2	2	1	2	3	3	3	2	2

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33.	3	2	3	3	2	2	2	1	3	3	1	1	3	3
34.	1	2	3	3	3	3	2	3	3	3	1	1	3	2
35.	2	2	2	2	2	2	2	1	2	2	2	1	3	1
36.	1	3	1	3	3	3	2	1	3	3	2	2	3	2

APPENDIX C

EVALUATION REPORTS FOR EACH COMPONENT

THE EDUCATION COMPONENT

Its Strengths and Weaknesses

and

Recommended Actions for Improvement

Each of two Evaluation Teams (composed of a GLACAA staff member, a delegate agency staff member, a parent and an outside consultant) visited three sites of 7 delegate agencies. The following is the combined report of the two teams.

The Teams were made to feel welcome by the teaching staff of all the classrooms visited. The staff seemed to appreciate the visit and the interest of the visiting teams.

When more than one site was visited during the morning, the team members felt that it was impossible to get a full picture of the program, especially because sometimes the distance between both sites was great.

Specific program contents are evaluated in the following comments and suggestions for training are made.

Just as each child in a Head Start classroom is an individual and different from all other Head Starters, so is each classroom different and a reflection of the abilities and dedication of the teaching staff responsible for the program. It is, therefore, difficult to generalize. The Evaluating Teams found the following:

Strengths

a. Capable performance of many of the teaching staff members was evident.

b. Many teachers or assistant teachers had at one time volunteered in the classrooms, and had continued their education and obtained a child center permit.

c. Involvement of parents and community in many classrooms was observed.

d. Classrooms in general are well equipped.

Weaknesses

a. Difficulties many teaching staffs have to cope with include:

   No shade on playgrounds; lack of storage space; having to put all equipment away on weekends (in some instances, daily).

   Having to walk children in lines across the school ground to a crowded, loud cafeteria.

b. Child Development Supervisors who have had little actual classroom experience or early childhood education.

c. Lack of understanding how young children learn by many teaching staff members.

d. Age inappropriate Head Start curriculum materials present in the classrooms (such as: TV sets, books, records, kindergarten copy sheets).

e. Some teachers who are rigid, inflexible, too demanding, and unable to provide the quality program that Head Start children are entitled to according to the Performance Standards.

Overall Observation and Recommendations

Richer, more creative programs, with lots of singing, laughter, spontaneity and creativity should be provided by teachers who themselves have much to give in these areas.

It seems to make no difference which model is used: good programs are provided by teachers who care. Teachers who are rigid, inflexible, too demanding, are not able to provide the quality program that Head Start children are entitled to according to the Performance Standards. Evaluation of staff is recommended. Documentation of teachers' performance should be established and maintained.

#1 - WRITTEN STATEMENT OF GOALS

In all the narratives submitted by Head Start Delegate Agencies to the grantee statements of specific goals have been included.

Recommendation:

Each Delegate Agency should re-examine their goals in light of the Performance Standards. These rewritten goals and the Agency's philosophy should be:

explained to all staff,
sent to the grantee,
posted at the Delegate Agency,
posted in the classroom,
distributed to the parents,
discussed at staff meetings.

#2 - CLASSROOM ACTIVITIES:DRAMATIC PLAY AND HOUSEKEEPING

Most classrooms provided some defined area for dramatic play and had a housekeeping corner for children.

Recommendation:

Improvement is needed in many classrooms. Men's dress-up clothes should be included. Shelves should be provided for storage and used as partitions, to divide interest centers. Dramatic play opportunities should be provided inside and outside with materials for make-believe dress-up, washing, play-dough, boxes and boards for cars, boats, etc.

Training Needs:

a. Workshops on inside and outdoor socio-dramatic play.

b. Woodwork Workshops to build shelves. (Use pre-cut wood. Staff and parents, even children can participate). (Working drawings for shelves available on request).

#3 - CLASSROOM ACTIVITIES:BLOCK AREA

Most classrooms provided a specially defined area for block play. In many classrooms, blocks were orderly stored and were in good condition. Some agencies have done excellent workshops on block-play with staff and parents. However, we saw very few children busily occupied and involved with block building.

Recommendation:

Storage space was often not available or inadequate and could be built. (Working drawings available on request).

Training Needs:

Workshops on block play. (Use of film "Blocks").

#4 - CLASSROOM ACTIVITIES:MANIPULATIVE AREA

A variety of materials for manipulative activities in the form of puzzles, beads, peg games, etc., were available in most classrooms.

Recommendation:

Self-help arrangements where children can get and put away the equipment themselves. (If the shelves are built to turn around against the wall during weekends, the classroom can be made availabe for other uses if required).

In some classes a few more chairs are needed to provide children with opportunities to change places and provide choices.

Training Needs:

Volunteers and parents need training in the use and the learning opportunities which different manipulative materials provide. Also on how to make some of these materials for use at home.

#5 - WOOD-WORKING AREA

The Evaluation Team saw little evidence of use of wood-working bench and tools, even though they were available on many sites.

Recommendation:

Wood-working is a good outlet for aggression as well as a constructive activity.

More wood and tools should be available.

Teachers should know how to use the tools and not wait for "fathers to come and volunteer at the wood-work table".

Both boys and girls can be encouraged to use wood-work materials.

Training Needs:

Wood-work workshop for teaching staff and parents. (If adults have worked with and enjoyed using tools, they will be better able to help the children).

#6 - BOOKS AND LANGUAGE AREA

Much attention is given to the area of language development in most classrooms and most of the daily schedules

reflect language development activities. Books are displayed in all classrooms. Story telling is part of each daily schedule. In some classrooms, City or County librarians come in on a regular (weekly) basis. The whole group of children (sometimes 30) is required to sit and listen for 30 to 60 minutes. The Evaluating Team observed children in the group who did not speak or understand English. Yet, the whole story time was conducted in English.

Recommendation:

Care should be taken at all times that books selected by the librarians (and others) are age appropriate. It is also important that teaching staff is very selective of films shown to the children.

It is not a good preschool program if young children are kept sitting in a large group for any time, and are all required to participate in an activity.

Bookshelves to display books are needed. Additional storage for books, not daily used, needs to be available.

More age appropriate books and culturally sound (books in language children can identify with) should be selected.

Some books observed on the shelves do not belong in Head Start, sometimes because of content, sometimes because of condition.

Training Needs:

Additional workshops evaluating books for young children, especially bilingual and multicultural literature and making of teaching aids, such as flannel board stories, is needed.

#7 - SCIENCE AND MATH

Evidence of science activities in many classrooms was often still limited to a science table with a goldfish, a rock and a shell. However, some agencies had provided science workshops during the year; in those classrooms, science activities such as electricity, magnets, measuring and sorting was evident. In those classrooms, a wide variety of sensory experiences was provided for children to experiment. In only a few classrooms, children helped with setting tables. Some yards have gardens planted which are tended by the children.

Recommendation:

Some sites have the use of a kitchen. This presents a good opportunity for more involvement of children in meal preparation; weighing , measuring, growing, cutting, pouring, comparing, cooking, etc. If children are allowed to help set the tables, this presents a good opportunity for understanding of one-to-one relationship, as well as matching and counting (pre-math activities).

Training Needs:

In those agencies where science activities were not much observed, workshops in science and math activities could stimulate this area of the curriculum.

#8 - CREATIVE ARTS AND CRAFT ACTIVITIES

In many classrooms a variety of creative art expressions done by children was displayed; however, there was in several classrooms also too much evidence of teacher initiated, adult pre-cut "art-work".

Recommendation:

Ways should be found to free all the adults working with young children of preconceived ideas of what children's work should look like. Teaching staff should be able to allow children to express themselves in art materials, rather than impose adult ideas and "creations". Coloring books and mimeographed sheets are not recommended for use in Head Start.

Training Needs:

Workshops for teaching staff and parents in all areas of creative expression.

#9 - THERE WAS NO ITEM 9

#10 - MUSIC EXPERIENCE

There was some evidence of music activities in all classrooms. Children knew several songs. Musical instruments as well as record players were often available.

Recommendation:

More spontaneous response to children's rhythm, movement and sound expression should be provided. Children should not be made to perform at this age, nor should they always have music time in a large group.

Training Needs:

Workshops for teaching staff in more creative musical and movement expression. Use of auto-harps by teaching staff is recommended. Grantee will attempt to organize auto-harp classes for teaching staff.

#11 - WATER AND SAND

On several sites, the Evaluation Team observed large sand boxes and good water play. However, in several yards, there was no sandbox or very little sand and seldom were sand toys made available.

Recommendation:

The greatest need in this area is: more knowledge for staff and parents on "how to set up for creative sand and water play" and "what are the learning opportunities provided by play with sand and water?"

Training Needs:

Piaget's theories.

#12 - OUTDOOR EQUIPMENT

Though many classes have a balance beam and jungle gym available, few were observed to be in use. Direction for proper use was not observed. The outdoor programs observed in general were the weakest part of the program. In many programs, outdoor play is still considered "recess". Teachers assume the function of "supervisor" or "safety guard". Most of the time (with a few exceptions) yards are not set up as an extension of the classroom. In many cases, children are told to line up before going outside. Many playgrounds are hot and bare. Creative teachers sometimes invent ways for a few shady spots. Many yards are without fences requiring teaching staff to do much walking. Many yards do not have sandboxes or sandboxes which cannot be covered. Yards were not set up at all nor conducive to children's creative expression of dramatic play.

Public school or park equipment is often not the right size for 4-year olds. Very few play yards are close enough to the classrooms to allow an indoor-outdoor free-choice program.

In some cases, a street needs to be crossed to reach a play yard.

Recommendation:

More outdoor large muscle development equipment is necessary. Therefore, also more storage space is needed.

Some shade is necessary outside.

Training Needs:

a. Wood-work workshop on equipment making.

b. Visual perception and motor development workshops needed.

#13 - STAFF

Implementation of specific program goals.

Are Team members supportive of each other and are jobs to be done divided equally?

In many classes observed, it was difficult to tell who was the teacher, the assistant teacher or the parent. Jobs were equally divided and each member of the Team did what had to be done and stepped in where needed.

In some classes, the Evaluation Team observed that the teacher's job was definitely "teaching" - the assistant was left with less important tasks. Parents often were at a loss at what to do.

Recommendation:

Many parents working in the classrooms had not been included in the educational part of the program and had had little training in child development.

Teaching staff needs to provide regular parent education training in the beginning of each school year to provide parents who volunteer in the classroom with knowledge and techniques in Early Childhood Education.

Training Needs:

Teaching-staff training. (A plan for more effective parent participation and involvement in Head Start/ State Preschool Programs is available.) "Six sessions on methods to encourage parents to work effectively in Head Start classrooms" to be held early in the program year.

#14 - STAFF - DAILY PLANNING AND EVALUATION MEETING

Most teaching teams assured us that daily meetings were held regularly to plan for the next day and to discuss children's progress.

It seemed in several cases difficult to accomplish: First, because parents have to leave for home because their child is tired or other children arrive home from school. Second, because in several cases, Staff members had to run off because they had to attend classes or meetings.

Recommendation:

If observation sheets were kept on the progress of each child, Staff would be able to discuss each child at least once or twice a week on the days when all Staff members could be present.

#15 - RELATIONS WITH STAFF IN OTHER COMPONENTS

It was difficult to observe the relationship of the staff of the Education Component and the other components; however, most teaching staff, when asked, felt that regular meetings took place.

The recommendation of the Evaluation Teams, however, is that all components become more knowledgeable in the area of child development and early childhood education. If cooks and nutritionists know what learning can take place around the lunch table, children would be served food in small bowls, so they can serve themselves. Children would not be required to eat (whole) wieners and beans with small plastic spoons; or serve large leaves of lettuce which are too big for small plastic forks) if all staff was trained in the importance of allowing children to help themselves.

Training Needs:

Training sessions for all staff, including nutritionists, bus drivers and health staff in positive communication with children.

#16 - RELATIONSHIP WITH PARENTS

Most teachers and assistant teachers said that regular home visits to the house of every child were made. Some kept records, but not all.

#17 - PARENT MEETINGS

Regular short, informal meetings are held with parents at the classroom, when they bring or pick up children. Regular educational meetings were seldom provided by teaching staff of the observed classrooms.

Recommendation:

Training for teachers on how to work with parents. A plan for teaching staff training, "Six sessions on methods to encourage parents to work effectively in Head Start classrooms", is available.

#18 - STAFF - SUPERVISION OF CHILDREN

In general, members of the teaching team were involved with children in different areas of the classroom or yard. However, a few yards were unfenced and a few times we observed playgrounds in parking lots and hazardous conditions for children; also, some yards were difficult for staff to supervise without much walking.

Recommendation:

Teaching staff needs to plan, prepare, clean, set up before children arrive, so that they are free to supervise when children arrive.

#19 - PLANNING AND EVALUATION

Even though the Delegate Agencies Central Office had files on children, on-going observations of children's progress in the classroom were seldom made by teaching staff, nor kept in the classrooms. Sometimes staff considered this "labeling" children.

Sometimes a running observation record was kept on a "difficult" child only.

Seldom did we observe a curriculum plan based on observation of individual children's needs.

Recommendation:

Staff should sit down daily after the children leave and evaluate and plan for the best possible learning situation for each child, based on a recorded observation of each child.

Training Needs:

Several observations and record keeping workshops for teaching staff. (Mary Maher's observation schedule is available for classroom use).

#20 - EMOTIONAL ATMOSPHERE

The emotional atmosphere differed much from classroom to classroom. The Evaluation Teams observed that the freedom of interaction between children and adults depends on the warmth and acceptance of the teaching team and has little to do with methods or models used.

#21 - EMOTIONAL-SOCIAL ATMOSPHERE - HEALTHY SELF-CONCEPT

Most classrooms showed evidence of opportunities for self-awareness through children's photographs, handprints, names, etc. However, individual recognition through creative artwork (not teacher imposed) was not always displayed.

Good symbolic equipment was almost always available. Lotto games, counting games were evident in all classrooms.

Recommendation:

Activities that promote independence, self-discipline, exploration and discovery need to be included in the program.

Training Needs:

Staff will need training in providing sequential learning opportunities for children valuable in further promoting intellectual development.

#22 - INTELLECTUAL GROWTH

In most classrooms, much attention was given to the cognitive development of the children. Labels, letters, numbers, shapes, counting games were available.

Many classroom teachers allowed children to learn by exploring and experimentation at their own level and pace. However, in some classrooms, drilling and role learning were observed and the objectives (if there were any) did not seem to be basic to further learning.

In a few cases, the children seem to be programmed for failure.

Recommendation:

Child development supervisors need to re-evaluate their own goals and objectives and re-examine their own and the Head Start philosophy and then compare the teaching methods used in each classroom accordingly. They should question: Should this child be learning what he is learning now or can it wait until later and what is important now?

#23 - RESPECT

Intentional demeaning actions or words directed to children were not observed (though some mothers felt their (own) children needed to be (physically) corrected. We heard a few children labeled: "He's retarded." "She's a cry-baby."

Teachers talking at child's eye level were seldom observed. In each case, where a teacher cared enough to stoop down at a child's level and directly communicated with a child, we saw other evidences of warmth and understanding; in general, a good program. Many teachers kept children still in groups most of the time rather than respond to them on a one-to-one basis.

In many buildings, it was necessary that all children were taken to the bathroom at the same time (boys in one, girls in another). In other places where this was not necessary and children could have gone when they wished, they were still observed being told when to go all at one time. Most 'rest times' observed were not pleasant times for children. (In some cases, boys and girls were separated). Rugs on which children were told to rest, were often dirty and resting mats or towels were not used. Often children were not tired - they had been sitting much of the morning. Isolated instances of threats or bribes were also observed.

Recommendation:

Child development supervisors should, with the teaching staff, re-evaluate rest-time and bathroom procedures and suggest better methods.

Training Needs:

Training of parents in areas of mutual respect and understanding of feelings and discipline. A workshop in "sensible and sensitive communication" is recommended.

#24 - INDEPENDENCE

Most children had learned to be independent and could do many things for themselves. Only in a few classrooms were children allowed to serve themselves at the tables. Food coming from the kitchen was often served in unmanageable large pieces. In some school districts where children were served in a cafeteria the food services were contrary to Head Start Performance Standards.

Recommendation:

The one area greatly needing improvement is "self-help" in food services. Small bowls and pitchers should be provided.

Training Needs:

Workshop on "what is family style eating in Head Start", for teaching staff, nutritionists and parents.

#25, 26 and 27 - DAILY SCHEDULES

Schedules were posted in almost all classrooms, but were not always followed.

The schedules were always divided in areas of "free play" and "group activities".

The schedules provided for a balance of activities and seemed flexible. However, in some programs, individual children could have used more personal attention; some sat too much and did not get involved - others ran around and did not get involved.

Recommendation:

"Line-ups" at doors could be avoided.

Training Needs:

That became most apparent in this area:

a. Creating environments for young children which provide for individual differences and choices.

b. Flexible transitions .

CAPITAL TRAINING PRIORITIES

I. Directors, Trainers, Child Development Supervisors and other Component Supervisors should re-examine their goals in light of the Performance Standards.

II. Training Sessions for Child Development Supervisors on how to train Teachers to train parents.

To be coordinated by the Child Development Specialist and Education Component of GLACAA, plus consultants.

Time: Every other week - a total of six sessions, lasting 12 weeks. Starting in September.

III. Training Sessions for teaching staff on how to work with parents. A six-sessions training course, each session to be held a few days after the child development supervisor training session. To be conducted by the Delegate Agency Child Development Supervisors.

IV. Training sessions for parents in areas of child development and classroom techniques. Six sessions. This course can go on simultaneously (every other week) as the course for the teaching staff.

To be conducted by each classroom teaching staff. Starting in September.

V. Wood Workshops - to be conducted at Delegate Agency level to make necessary shelves and equipment.

VI. Observations:

Teaching Staff should receive training on making observations of children's progress. This should be done at Delegate Agency level early in the program year.

VII. Curriculum Workshops:

On-going workshops are needed to develop all program areas, especially:

Creative expression (including music and body movement), science, book evaluation, auto harp, visual perception and motor development, positive communications, family style eating, making observations, record keeping, block play, auto-harp classes.

These training sessions can, as in the past, be held monthly as cooperative workshops, coordinated by GLACAA Child Development Specialist. Each Delegate Agency should send 10 representatives (including Trainers and Child Development Supervisors) to attend and then the people who participated should conduct a repeat of the workshop at their Delegate Agency. Starting in October.

VIII. Because of the O.C.D. mandate to include handicapped children in the Head Start program, teaching teams need training in planning and providing programs to individual children with specific needs.

IX. A permanent resource and training center should be established and maintained by GLACAA, where teachers, assistant teachers and parents can drop in any time and get information and materials whenever they need it.

THE BILINGUAL, MULTICULTURAL COMPONENT

Its Strengths and Weaknesses

and

Recommended Actions for Improvement

All fourteen Delegate Agencies served by GLACAA were evaluated during a three week period beginning May 14th, and ending June 1, 1973

Two centers at each Delegate Agency were evaluated. A total of twenty-eight sites, with fifty-nine classrooms, were visited by a team of evaluators.

The Bilingual/Bicultural Evaluation Team was comprised of staff members representing the Los Angeles County Schools, Delta, MENA, Child Care and Development Services and Federation Delegate Agencies. The Child Care and Development Division Bilingual/Bicultural Specialist coordinated the team.

Findings

The Bilingual/Bicultural Evaluation Team found five Delegate Agencies had no written plans for bilingual education. There were four agencies with plans in need of improvement to emphasize using two languages; and five agencies meeting Performance Standards.

Although all of the agencies allowed the non-English speaking child to speak his home language, encouragement by the staff to use two languages varied in classroom approaches. Some teaching staff used very little of the child's home language in concept development; other programs only used salutatory phrases and phrases giving directions. But there were classrooms using two languages in all planned activites with the children. Achievement in this area generally was due to the teachers' ability, knowledge, sensitivity and commitment to bilingual/bicultural education with the support of their agency.

Availability of an adult who speaks the child's home language and provisions to accommodate his needs must be strengthened to best serve the children in many of the classrooms. Even where an adult who spoke the child's language was available, he was either the only individual for a large number of non-English speakers or not adequately utilized in bilingual language development.

Some classrooms had as many as twenty-seven non-English speaking children with only one bilingual assistant teacher serving as interpreter for both teachers and children. (A couple of the programs had no bilingual adult staff working with non-English speaking children).

The agencies stated parents were involved in their bilingual/bicultural programs. There was a definite contrast between parents involved in curriculum development and involved as resource people. Parents were more involved in the classrooms than in planning a bilingual/bicultural curriculum. Participation in the classroom varied from direct teaching to supervision of children.

Staff training in bilingual/bicultural education in some agencies did not meet standards. Little or no training existed in these agencies. Bilingual/Bicultural education was not considered a priority. Only a few individuals from the agencies were actively participating or were enrolled in training courses. However, there are agencies providing classes in a second language and requiring staff attendance.

Books, curriculum aides, and play materials relevant to the child's background need improvement. Although some materials currently used in the Head Start Program may meet Performance Standards, they are weak in positive reinforcement of cultural pride and self concept.

The Bilingual/Bicultural Team also found, in talking with the teachers, that they held their agency responsible for deficiencies in bilingual/bicultural curriculum. In turn, the Administrative and Supervisory staff blamed the teachers for lack of interest and initiative.

Recommendations

The Bilingual/Bicultural Evaluation Team recommends that the following procedures be implemented to insure that effective bilingual programs be conducted by all Delegate Agencies:

1. Plan for Bilingual/Bicultural Education
   a. Each agency submit an annual plan for Bilingual/Bicultural Education to GLACAA's Child Care and Development Division for approval prior to implementation at the beginning of each program year. GLACAA Child Care and Development Division will provide technical assistance to any Delegate Agency requesting help in the preparation of their plan.

b. Each Delegate Agency, upon submitting its bilingual/bicultural curriculum plan, will be required to submit an accompanying written report describing parent involvement in the development of the plan.

Agency plans must be submitted to GLACAA by August 15, 1973. This plan should state goals, objectives, and methods to be used in implementing a bilingual/bicultural curriculum. When submitted, the plans will be reviewed by GLACAA's Bilingual/Bicultural Committee, comprised of representatives from all fourteen Delegate Agencies and the Policy Council.

2. Staff Placement
Each Delegate Agency assign bilingual staff (persons who speak the child's home language) to those classrooms serving non-English speaking children.

3. Staff Training and Development
A plan be developed and implemented, which will encourage staff persons to further their education in regard to the languages spoken by non-English speaking children in their program. This plan should also provide for staff persons to take courses related to the cultures of the children being served. A staff training plan in bilingual education must be submitted to the Child Care and Development Division in conjunction with the above mentioned curriculum plan.

This training plan must include the areas in language development, cultural awareness, curriculum development, instructional materials and classroom resources. A calendar or time table describing implementation is to be included in this training plan.

4. Evaluation
A semi-annual evaluation will be made to assess each agency's compliance with their own individual curriculum and staff development training plans.

In compliance with the Performance Standards, the eval ation should consider the following:

a. Does the bilingual/bicultural curriculum incorporate the child's language, home life patterns, food, music, stories and folk tales and other appropriate cultural items?

b. Are cultural ethnics maintained and reinforced to support the cultural philosophies, tradition, morals, and customs of the child, his family and the community?

c. With regard to language, does the program:
Use the child's home language in the classroom.
Use English in the classroom.
Provide for interaction with the child in his home language.
Provide for interaction with the child's home language.
Develop and teach concepts in the child's home language.
Develop and teach concepts in English.
Insure that all phases of classroom instruction are provided in both English and the child's home language.
Insure that equal consideration and importance is given to each language spoken in the classroom.

d. With regard to culture, does the program provide:
Books and literature that reflect the child's cultural background.
Pictures and stories about contemporary cultural life as well as cultural heritage.
Art forms and objects from a variety of cultures.
Music, records, songs, and games from many cultures.
Foods from different cultures.

Upon completion of each evaluation, a copy will be given to the agency Project Director and will be discussed jointly by the Project Director and the GLACAA Representative.

Any deficient areas will be indicated, and suggestions for improvement may be included.

Furthermore, those programs serving non-English speaking children, which are not presently using the child's home language in the course of his daily activities, be required to comply with the Head Start Program Performance Standards. Also those programs currently conducting bilingual/bicultural education, be continually assisted in order to increase their effectiveness.

THE HEALTH COMPONENT-

Its Strengths and Weaknesses

and

Recommended Actions for Improvement

By and large it can be said that the Health Components in most agencies are rather "healthy". To start at the very beginning--all agencies have complied with the regulation of staff physical examinations which include tuberculosis clearance. It would follow that staffs that appreciate good health standards would teach and encourage good health habits.

Generally, health histories on the children are complete; treatment plans for identifiable problems are followed up and documented as evidenced by authorization requests. Completed medical histories are forwarded to the public schools. Various methods are employed to accomplish this--all acceptable. They are mailed directly to the schools, given to the parents to deliver to the schools, or hand carried by the health personnel to the public school nurse, thereby establishing rapport with the community schools.

Dental services have played a big part in the total health program. Agencies who in past years lagged behind have come to the fore and taken a lead in dental services provided. This may have been as a result of an excellent work shop at the beginning of the year where facts and figures were presented.

Health consent forms are fully explained to the parents by the health staff. Signatures on these consent forms are obtained before delivering services.

The use of HPAR (Health Program Assessment Record) as a planning guide was implemented in October, 1972. It is difficult to estimate how much help this tool provided. The HPAR is to be used to contrast performance reported in November-December, 1972 and to measure progress in Head Start health components.

Conferences are generally held with parents of children who have special needs. Counseling and educational programs are planned and implemented. Follow-up is a part of the total treatment plan.

The needs of handicapped children have been identified and treatment plans made and initiated. It has not generally been made very specific that these were "handicapped" children, for the nurses feel that any problem that may impede a child's growth and development is a "handicap", so correction has been sought and found for major and minor physical/emotional problems.

Health resources are not as plentiful in many of our target areas as we would like for them to be, but the health components have gone out and "beat the bushes"to find them. This information has been imparted to the parents in individual conferences, meetings, through the use of literature, and in some agencies actual resource files compiled by the delegates agencies.

There are some corrections that need to be made in some of the delegate agencies. Only eight out of fourteen agencies have materials and activities in the classrooms visited relevant to health education. These range from outstanding to fair. Where the teacher is health oriented displays are plentiful, books are read to the children, and much orientation prior to the actual visit to doctor or dentist takes place.

The area of parent participation is about the weakest in the total health program. It is difficult to say whether pressure from the project supervisor or a zest to get a job done, or a combination of the two, compels the health component to assume the responsibility of the parent in taking the children to the doctor and/or dentist. One nurse stated, "I have 156 children to take to the dentist; I have been doing nothing else since October". This conversation took place in February.

The discontinuance of chest X-rays by the Los Angeles County Health Department placed a burden on the Delegate Agency nurse. In many agencies it became her responsibility to clear through skin testing parents and volunteers for classroom participation. Three Delegate Agencies were unable to produce documentation for the volunteers that were participating in the classrooms visited at evaluation time.

One area that may or may not have been neglected by the health component is the area of speech problems. In the past speech problems have been referred to the social work component since it is believed that many speech problems are of an emotional nature. Six agencies have only a "hit or miss" method of identifying speech problems and specifying the roles of appropriate staff.

Health education for parents, while not entirely neglected, has taken a back seat in the total health program. While it can justifiably be argued that health education goes on continually, it has not been given the priority it deserves. Four agencies have a definite need to strengthen this area. One agency has totally and flagrantly ignored this need.

Overall, in direct and/or referred services, the delegate agencies' performance was adequate, with three out of nine areas below performance standards. It is of interest that in areas of direct services the ratings were so low because nurses and health assistants had been trained to screen children for vision acuity, hearing acuity and tuberculin skin testing. In these three areas the component as a whole was evaluated as being somewhat below performance standards. The range among delegate agencies was as follows:

TBC screening	28% to 86%
Vision screening	1% to 91%
Hearing screening	4% to 91%

In the taking of the Medical Histories, one of the direct services, performance standards were met. The range of this service was from 65% to 99% at the different delegate agencies. Six delegate agencies exceeded the performance standards with a rating of 94%.

On referred services which include laboratory work, medical and dental exams, the performance standards were met for the component as a whole. The overall percentage for these services were as follows:

Laboratory Work:

Urinalysis	73%
Hemoglobin/Hematocrit	73%
Sickle Cell	41%
Medical Examinations	75%
Dental Examinations	68%

Four agencies who have a Pediatric Nurse Practitioner have a range of 47% to 90% on physical examinations.

RECOMMENDATIONS

1. Health Education for parents should take a dominant role in the health component. A plan should be developed to include all sites, pulling in the resources from all the target areas. The nurse in the delegate agency should take the leadership in conjunction with parents, other components, and community resources in developing a program to meet the needs of specific groups. This program should be on an on-going basis and should cover topics that have a special need in order to meet performance standards as well as those that appeal to the group. This plan should be developed and implemented no later than 8 weeks after the start of the program. Its effectiveness can be measured by parent participation.

2. A plan must be developed for identifying speech problems no later than six weeks after the beginning of the program year. Evaluation of all children should take place, problems identified, and referrals made by November 30.

3. Tuberculosis clearance of volunteers participating in the program is the responsibility of the delegate agency project supervisor, as set forth by the 1972/73 proposal.

THE SOCIAL SERVICES COMPONENT

Its Strengths and Weaknesses

and

Recommended Actions for Improvement

1. STRONG POINTS

a. There are especially dedicated personnel in the Social Services component who work hard to render services to children and families and cooperate with other staff members.

b. Meetings are held with parents explaining the social services available at least twice during the year.

c. Former Head Start parents have frequently become Social Case Aides.

2. WEAK POINTS

a. Social Services Summaries and conferences and follow-up reports are not completed on many of the families who do not require intensive social case work services. Although this is a State requirement on children enrolled from DPSS, some of the team members felt that an appeal should be directed to the State that it is extra paper work that is not essential. (50% do not meet Performance Standards.)

b. About 25% of the Social Services staffs are smaller than required to give effective services to children and families and to cover the large geographic areas.

c. In general most of the weakest social services programs were in Delegate Agencies that had other weak program components.

d. About 35% of agencies could have more complete and detailed written plans about their social services.

3. ACTION NEEDED TO CORRECT THE DEFICIENCIES (In order of Priority)

a. Add Social Services staff personnel to serve. Ratio should be 1 staff person to every 75 children.

b. The system of written documentation on all families and parent conferences should be instituted at the start of the program. It is not necessary to record all conferences but to summarize the contacts and services.

c. A more extensive file should be set up at the Greater Los Angeles Community Action Agency office that would indicate the sharing of the forms, ideas, and programs of all 14 Delegate Agencies. Benefits can be added by the exchange of information and experiences both at meetings and by documentation.

d. Some of the small and less effective agencies need more guidelines from GLACAA.

e. Action is to be initiated in September, 1973, and completed by June, 1974.

f. Written plans should be developed by the Delegate Agencies. Technical assistance is to be given by the Social Services and Mental Health Coordinator to share the experience of the other Delegate Agencies and to meet the Program Performance Standards.

g. Resource files are to be set up at each Delegate Agency to utilize the local resources of the immediate community and to meet the unique problems that the Delegate Agency has. There will be two training sessions in October, 1973, with the Information and Referral Services (INFO). There will be a request to the GLACAA Resources Mobilization for additional training in mobilizing resources. Full utilization will be made of the GLACAA Resources Data Bank.

h. Five of the agencies have a lack of adequate budget for social services personnel. Three agencies have budgeted for positions but have not filled all the slots. Generally, those agencies with inadequate number of staff are doing a less effective job with the children and families and are not meeting some of the Program Performance Standards.

i. The Delegate Agencies should submit plans for the social services training of the social work component and the general staff. These are to be reviewed by the Social Services and Mental Health Coordinator.

The training should start in September, 1973 and be completed by the middle of May, 1974. Outside consultants, representatives from welfare agencies and community colleges should do the training.

j. There should be more recruitment of retired and volunteer individuals who are experienced in social services so that all Delegate Agencies can be helped with their programs and liaison with agencies such as the Department of Public Social Services.

THE MENTAL HEALTH COMPONENT

Its Strengths and Weaknesses

and

Recommended Actions for Improvement

Attitudes toward Mental Health are generally reflective of the Delegate Agency's basic Head Start philosophy. One basic philosophy is that Head Start is primarily an educational program for preschool children and all ancillary services are pivotal to the child. Another philosophy shared by some Delegate Agencies is : Head Start is a program designed to facilitate the community action concept by involving the child's entire family as well as the community in problem solving and policy decisions.

OVERVIEW

Item -- Staff

Ten Delegate Agencies have assigned a staff member to coordinate Mental Health Services along with other duties. In most instances, this has been assigned to some one in the Social Work Component. One Agency has assigned a staff person full time to Mental Health Services, dividing her time between coordinating an Intervention Center for emotionally disturbed children and a Field Program designed to provide less intensive services to those children and families not enrolled in the Intervention Center. County Schools has three full time Mental Health Consultants and their duties are to work with staff in the classroom and provide workshops for parents. They expressed a positive response to their Mental Health program from the parents.

Item -- Mental Health Professionals

Those Agencies that have utilized Mental Health Professionals, at least on a consultative basis, are generally more aware of the importance of integrating Mental Health into all components of the Head Start program.

One Agency has been fortunate to have had a Mental Health Consultant since the inception of the Head Start program. She has made herself available to both the families and staff and has fostered a positive attitude toward overall and specific problems. She is responsible for developing a Mental Health Assistants' program which has been shared with other Delegate Agencies.

Generally, Administrators who do not consider the Mental Health Program as vital to the educational component, have not budgeted or initiated action toward the inclusion of Mental Health into the total curriculum. Consequently, those affected Agency programs have not developed an awareness or acceptance of community Mental Health.

It was generally expressed by the staff interviewed that a more progressive approach to Mental Health was needed, i.e., general informal small group "rap" sessions conducted by a Mental Health Professional. In some instances, it appeared that the label "Mental Health" was an accusation and a euphemism needed to be substituted to make Mental Health more acceptable.

Item -- Planning

Although most of the Agencies meet the Performance Standards regarding the involvement of the Mental Health Professional in planning, the implementation of those plans vary greatly among Agencies. While some Agencies have focussed on early identification of specific problems with atypical children, others have also planned to meet the needs of the staff. It appears, however, that no Delegate Agency has planned adequate outreach into the community. About half of the Delegate Agencies fall below Performance Standards in the area of planning Mental Health Program activities that will meet the objectives specified in the Performance Standards.

Item -- Community Resources

Although most of the Delegate Agencies have "hot line" information and distribute telephone numbers to families, a complete list of community resources, relevant to Mental Health and specific services available, is largely incomplete. Because of funding limitations, the lists are not revised as frequently as is recommended in the Performance Standards and are rarely updated by the Mental Health Professional. It was also indicated by some Delegate Agencies that they did not view outreach of the community regarding Mental Health as part of the Head Start Program. Only one Delegate Agency was considered excellent in this category because of its capability of providing treatment for children with special learning disabilities within the Intervention Center.

Item -- Training

Half of the Delegate Agencies involved a Mental Health Professional in Training sessions with the Head Start staff. Only four Agencies included all staff, while some Agencies provided Training to only the teaching staff.

Item -- Classroom Visitation

Most of the Delegate Agencies Mental Health Professionals' time was utilized for classroom observations. The three Agencies that did fall below the Performance Standards relative to classroom observations said that they felt extremely handicapped in that part of their program. In each instance, there were no funds for Mental Health Professionals and no Mental Health Volunteer available.

Item -- Parent Orientation

While Item Six appeared to be the most common use of the Mental Health Professional, Parent Orientation was generally the weakest area. Three Agencies were below Performance Standards for this program year, but were rated as meeting Performance Standards because they had developed plans to provide orientation for parents and to have parent workshops next year. It is interesting to note that all Agencies that were rated as meeting or exceeding Performance Standards in this area, expressed the need for more funding to provide additional small group sessions for parents.

Item -- Screening of Children With Atypical Behavior

The four Agencies that did not meet Performance Standards on this item, had not budgeted a sufficient amount for a Mental Health Professional and were unable to find sufficient community resources to assist in screening and evaluation of children with atypical behavior. The three Agencies that were rated as exceeding Performance Standards were done so largely because of their attempts at follow-up consultation with staff and parents. One Agency relies on only one staff person for both Mental Health and Social Work Components and, therefore, is unable to provide the kind of follow-up that the staff person is capable of doing.

Item -- Planning of the Above

Each Agency that had assigned a specific staff person to coordinate the Mental Health Program and also budgeted for a Mental Health Professional, did cooperative planning. Some Agency staff expressed concern that, although planning had been done, the plans had not been implemented. Those that see Mental Health only in the classroom do not encourage joint planning.

Item -- Staff and Parents Interaction

This item was reworded to read "specific problems of children" rather than "problems of specific children". Although most Agencies meet this Standard as worded, there is a great need for many more informal small group "rap" sessions with a Mental Health Professional. In some Agencies, staff and parents meet in a very formalized structured workshop, thus limiting free flowing interaction.

Item -- Referrals

This was the one item that all fourteen Agencies did consistently. The one Agency that was rated as exceeding Performance Standards did so because of its involvement of the children's parents in its Intervention Center.

Item -- Community Resources

Although five Agencies were rated as meeting Performance Standards and two Agencies as exceeding them, there is a great need for GLACAA to develop a comprehensive file of community Mental Health resources by area to share with all Delegate Agencies, and a mechanism developed for continous up-dating of this file.

Item -- Health Information

Only two Agencies fall slightly below Performance Standards on this item. In both of those Agencies, there was no one staff person assigned to coordinate Mental Health activities nor a Mental Health Professional available. The four Agencies that were rated as exceeding Performance Standards had very well coordinated Mental Health Programs and consistently used a case conference team approach to all problems of atypical behavior.

Item -- Record Keeping

All Delegate Agencies' Record Keeping systems were adequate to insure the confidential nature of Mental Health information. The five Delegate Agencies that were rated as exceeding Performance Standards did not record and/or send any information relative to behavior to the public schools, which we felt, were positive safeguards against the possibility of "labeling" a child.

SUMMARY

Strengths of the Mental Health Program

Although most Delegate Agencies do not appear to give Mental Health a high priority and are largely inconsistent in their coordination of Mental Health activities, there are some shared positive areas:

1. Most Agencies have assigned one staff person to coordinate Mental Health activities.
2. All but one Delegate Agency has a Mental Health Professional available - at least on a consultation basis. Two Agencies have full time Mental Health Consultants.
3. Ten Agencies involve the Mental Health Professional in assisting in screening and evaluation of children with atypical behavior.
4. All Agencies obtain the written consent of the parent whenever the child is referred for special Mental Health services outside the Delegate Agency. (The number of referrals appears very low, however, and early identification is a problem).
5. Twelve Agencies sufficiently discard the possibility of physical problems by consulting all available health information.
6. All Agencies take necessary measures to ensure the confidentiality of records.

Weaknesses of the Mental Health Program

1. There is insufficient implementation of planned Mental Health activities for staff and parents.
2. Community Resources and available services vary greatly from Agency to Agency.
3. Orientation is needed for staff relative to the principles of community Mental Health by Mental Health Professionals.
4. There is a need for more informal parent "rap" sessions and "parent group counseling".
5. More opportunities should be provided for parents and staff to discuss problems on a regular and informal basis.

Recommendations

1. Since there is, generally, a lack of awareness and understanding in the area of Mental Health, it is recommended that GLACAA coordinate a workshop in the area of Community Mental Health.

Several of the Delegate Agencies' Consultants and/or staff could be valuable resources to this effort, i.e., Isabelle Fox; Don Ferguson; Jim Gibbons and Rose Mashall, to name a few.

The Delegate Agency Project Administrator should be included in the workshop as he is instrumental in budget preparation and the setting of program priorities. This workshop should be coordinated by the social work staff, mental health staff, delegate agency administration and GLACAA social work component.

Planning should begin in August for a workshop to be held in the first quarter of the 1973-74 program year.

2. It is recommended that those Agencies that have developed innovative Mental Health programs assist those Agencies that do not meet performance standards.

The GLACAA Social Work Component should coordinate this activity. The Mental Health Advisory Board might act as a clearing house for the delegate agency sharing of mental health programs.

3. It is recommended that a sufficient amount of money be budgeted in each Delegate Agency's budget to provide parent group counseling.

4. It is recommended that GLACAA coordinate the compilation of a comprehensive list of community services and that this list be made available to all Delegate Agencies.

The GLACAA Social Services Component should coordinate this effort and work with the Delegate Agency staff responsible for the Mental Health Program. All Delegate Agencies and GLACAA resource information should be analyzed by GLACAA by October. Efforts should then be made to secure additional resources with each agency participating in its share of the remaining data collection.

THE PARENT INVOLVEMENT COMPONENT

Its Strengths and Weaknesses

and

Recommended Actions for Improvement

The Head Start Policy Committee of eleven of the Delegate Agencies approve or disapprove when goals of Head Start are established and approve or disapprove of plans for recruitment of children. Others did not involve Policy Committees in this function.

Of the fourteen Delegate Agencies 10 of the Head Start Policy Committees have general administrative functions, such as approving or disapproving the kinds of services provided to Head Start, and establishing methods of hearing and resolving community complaints.

Exactly seven or half of the Delegate Agencies Head Start Committees perform three of the Administrative function, such as approving or disapproving personnel policies for hiring and firing criteria for Head Start staff, and career development plans and employee grievance procedures. This is a function that all Delegate Agencies should concern themselves with.

Most of the Delegate Agencies are involved in request for funds and major changes in budget. These seem not to have been very much of a problem only with four of the Delegate Agencies in this area. This is an area where parents should have more in-put at these Agencies.

Most of the Delegate Agencies had written information regarding basic Adult Education, employment opportunities, local community resources, and other information leading to Career Development for parents. However, few had well established channels for communicating to parents as suggested by the performance standard.

Parents were well aware of provisions made for individuals' conferences concerning an assessment of their children's needs and program. The information was made available during orientation.

All Delegate Agencies have some form of communication with parents; but only eight of the fourteen have an organized system of communication, such as a monthly or quarterly news letter, weekly bulletin, etc.

Delegate Agencies rated very high on up-dated list of addresses and telephone numbers available for Parent Involvement Staff.

Most of the Policy Groups were well informed regarding Head Start policies, guidelines, performance standards and financial reports of the Head Start program.

Ten of the Delegate Agencies provided planned training programs in various skills, knowledge of policies, setting goals, etc. for parents, staff, policy groups and governing boards.

Delegate Agencies rated very high on record keeping and documentations of meetings, etc.

DEFICIENCIES

The lowest deficiencies were in the following areas:

1. Head Start Policy Committees in most of the Agencies had very little function in personnel administration. This was especially true in approving or disapproving when staff is hired or fired and establishing or assisting in developing curriculum.

2. Nine of the Delegate Agencies fell far below the performance standard in conducting self-evaluations of the Agency's Head Start Program.

3. Very few Delegate Agencies had a written master plan for parent involvement available. This was especially true where plans should have involved parents in planning for all components.

4. There were very few established lines of communications with parents, such as newsletters, or bulletins on a regular basis to keep parents informed, and in most instances parents were not involved in developing communication system.

RECOMMENDATIONS

1. That the Head Start Policy Committee of all Delegate Agencies be included in the operation of every component including developing curriculum in the Head Start Program. Parent Involvement Coordinator of each Delegate Agency should be responsible to see that this action is implemented.

2. That each Delegate Agency Policy Committee have more administrative functions, such as approving or disapproving the hiring and firing of staff, establishing methods for resolving community complaints and other administrative functions. This should be the responsibility of the Project Director of each Delegate Agency with technical assistance from the Parent Involvement Coordinator of GLACAA.

3. That the Policy Committee of all Delegate Agencies conduct a self-evaluation of the Head Start Program at intervals and document same. Field Representative from GLACAA should give technical assistance in this area.

4. That a written master plan be developed by all components of each Delegate Agency and specify the involvement of parents in each. That parents participate in the development of the master plan. This should be the responsibility of the Parent Involvement Coordinator of each Delegate Agency.

5. That GLACAA provide a parent involvement Coordinator to give technical assistance and training sessions to Delegate Agencies' Parent Involvement Coordinators.

6. The Parent Involvement Coordinator from GLACAA give technical assistance to the Delegate Agencies to define the role of the Policy Committees and its functions as it relates to all components in the Head Start Program.

7. That the Project Directors of all Delegate Agencies provide planned training programs for development of skills and knowledge of policies and standards, setting of goals and plans to achieve them on a regular basis. Technical assistance should be provided by Field Representatives from GLACAA.

8. That the Parent Involvement Coordinator from GLACAA give technical assistance in defining the differences in parents attending meetings and actual involvement in the total Head Start Program.

9. That staff and governing boards be included in some planned training programs such as Improvement and Innovation. Project Directors should see that this is implemented.

10. That evaluation teams from GLACAA evaluate all Delegate Agencies' program twice each year. Suggested time, January and May.

11. That the Parent Involvement Coordinator and Field Representative of GLACAA have a system planned and ready to work by October, 1973 to give the Delegate Agencies assistance in areas of weakness as outlined in this report.

12. That Child Care and Development Division of GLACAA provide transportation for parents who participate in the evaluation, i.e., evaluations conducted by GLACAA.

THE FACILITIES COMPONENT

Its Strengths and Weaknesses

and

Recommended Actions for Improvement

This report is a compilation of the findings of the Facilities' Teams using the Facilities Evaluation Form. The Facilities Team visited thirty-six locations.

Strong Points

Lighting, Temperature, Ventilation, Cleanliness and Safety were found to be satisfactory in most areas. Nearly all of the sites kept the cleaning supplies and poisonous materials out of reach from the children and separate from the food supplies.

Sites were not bothered with excessive noise except for one site in a project where reconstruction was taking place.

The space per child appeared satisfactory in most cases. In several instances, the class was using more than one room in the building for their classroom activities.

Each site visited had enough sturdy chairs and tables for the children to work comfortably.

Weak Points

Ten of the sites were evaluated as not meeting performance standards in the "Secure Place for Records" Category. Seven Agencies had a very good system for Record Keeping, while the other seven need to work on this area. There were many reasons given for not having a secure place for records and the answer most often given was vandalism. Although the records are not usually stolen, they are thrown all over and covered with paint, paste, etc.

Outdoor equipment was evaluated as not meeting performance standards at ten of the sites and eight of the fourteen Delegate Agencies. The various reasons given were: (1) It was the end of the year; (2) The equipment is worn out; (3) Vandalism; (4) Replacement has not been made yet; and (5) no funds available.

Shade was a "weakness" in several of the sites. Many Agencies had corrected this by buying umbrellas, while others built shade areas for the children in a small area to provide overhead coverage while outdoors.

Fire extinguishers must be checked every year.

Shelves and storage space are always needed in a Child Development Center. The lack of storage and shelves are a problem, especially when the Head Start classroom is utilized for other activities, such as Sunday School classes. Several Agencies have solved this problem beautifully and could share their ideas with others.

Of the sites visited, several were in poor condition and in need of repairs, i.e., peeling paint on walls, holes not repaired, etc. This repair work will probably take place during the summer close-down months.

Categories #6 and #7 'Stairways and Clear Glass Doors' were applicable in less than five classes.

RECOMMENDATIONS:

Where this Evaluation has indicated a 'general weakness' throughout the Agencies, steps should be taken to collectively determine why so prevalent and measures to resolve. The summer months should be used to correct all facilities' deficiencies.

This evaluation was conducted on a random selection of classes. Other classes might find it helpful to check their facilities for strengths and weaknesses according to this measure.

Delegate Agencies should be responsible for correction of facilities. The Grantee is available as needed.

THE CAREER DEVELOPMENT COMPONENT

Its Strengths and Weaknesses

and

Recommended Actions for Improvement

For some delegate agencies, based on the Evaluations, Career Development seems to be no more than a word on paper. For others, it is impossible to fulfill this requirement because they do not have the money in their budgets. For very few of them, none of these excuses are good enough to block the desire to provide their Staff with the opportunity to enhance the quality of performance through Career Development and Training.

The strongest points in this component were the following:

1. Somebody was responsible for Career Development.
2. There was a written Career Development Plan.
3. The Career Development Committee included at least 50% non-professionals.
4. Career Development Committees included staff from all components.
5. Career Development Committee meets regularly.

However, these points do not mean or represent total functioning in all cases --- they only look good on paper, but did not represent any actions.

The weakest points in the component were represented by:

1. The lack of inclusion of other private or public reorganization.
2. The lack of a clearly defined evaluation system.
3. The lack of a written job development plan.
4. No system which provides staff with the opportunity for advancement and appropriate compensation.
5. No system of Career ladders.
6. Lack of participation in the development of training programs.

In order to correct these deficiencies, the following action must be taken:

1. That Career Development be an integral part of the total Head Start program in order to fulfill the needs of Staff members to complete their educational goals, and to have better trained personnel..
2. That Delegate Agencies be held responsible to comply with Instruction #902-1 as part of the Performance Standards' compliances.

3. That the written Career Development Plan be a comprehensive one to include the following points:
   a. The goals and objectives
   b. The functions of the Career Development Committee

c. Representation of other public and private organizations
d. Evaluation system
e. Job Development Plan
f. A Career Ladder system
g. A system that will provide an opportunity for advancement and proper compensation
h. A comprehensive training program for all components
i. Utilization of T & TA available through the GLACAA Child Care and Development Division by all Delegate Agencies

It is recommended that:

1. All Delegate Agencies submit a Career Development plan by October 1, 1973
2. That all plans be reviewed by GLACAA's Career Development Coordinator and a sub-committee of GLACAA's Career Development Committee.

It is also recommended, that GLACAA, as a Grantee, be responsible to provide the necessary assistance to the Delegate Agencies.

THE VOLUNTEER COMPONENT

Its Strengths and Weaknesses

and

Recommended Actions for Improvement

This evaluation was requested on all volunteers in GLACAA's Head Start Program not including parents.

Person Designated as Responsible for Volunteer Program

Six Agencies had a person designated in this area; spent considerable extra time after work hours; on week ends; holidays etc., to constantly evaluate, plan and improve the component. In some instances the designated person had an Assistant or coordinated a team in achieving not only Performance Standards but to refine and improve component.

Five Agencies had a person designated with or without assistance and met Performance Standards.

Three Agencies had a person responsible for the volunteer program but experienced difficulty in meeting Performance Standards perhaps due to the overwhelming duties of the component being combined with Parent Involvement and major emphasis being placed in this area.

Plan Outlining Recruitment and Administration of Volunteer Services.

Six Agencies had, after a critical evaluation of the program, outlined plans and/or steps for recruitment and administration of the program. Most did this on an on-going basis with a comprehensive analysis following the end of program year when how to strengthen and improve quality were reviewed.

Three Agencies did have some kind of plan though not clearly defined and organized.

Five Agencies either had a mental, generally understood, unwritten plan, or there was no consideration given to a plan; team members considered this "piece meal or disorganized".

List of Individuals and Groups Representative Volunteer Resources

Six Agencies maintained good reference lists and/or files both central and by the other components. In some instances these were different resources (depending upon component needs) but lines of communication were clearly established between components in such a way that there was team work clearly visible. The designated person for the component was aware of existing resources.

Three Agencies maintained some kind of reference materials to meet Performance Standards even though this may have been on a border line basis.

Four Agencies were somewhat below Performance Standards and need improvement.

Records Showing Volunteer Time and Functions Performed

Six Agencies demonstrated excellent ability in record keeping. A great deal of thought, time and effort had been given to revised forms and devising new and greatly improved forms. Additionally, carefully thought-out procedures had been implemented in collecting, documenting, and analyzing content of forms, good central coordination.

Four Agencies had records available even though these may have contained limited or incomplete information and/or with no signatures.

Four Agencies were somewhat below Performance Standards in this area and improvement is needed.

T.B. Clearances for Volunteers

Four Agencies maintained definite documentation, centrally and in the Health Component, on Volunteer T.B. Clearances. Proof was easily evidenced by original or xeroxed copies attached to the Volunteer's applications and records on file. In addition to this, most of the "designated persons"of these Agencies kept a list of volunteers by names, dates of T.B. Clearances, results of clearances, and dates of expiration of clearances for ready reference.

Five Agencies verified T.B. Clearances of Volunteers.

Three Agencies verified T.B. Clearances of volunteers on some participants. This was not done routinely for all volunteers or was not an organized procedure prior to the volunteers functioning in the classroom.

Two Agencies did not provide proof of T.B. Clearances for volunteers in the classroom.

Orientation for Volunteers other than Parents

Four Agencies evidenced comprehensive orientation of volunteers concerning Head Start philosophy and goals prior to program assignments and indicated follow-up steps taken whenever needed.

Six Agencies provided orientation for volunteers in some manner.

Four Agencies verified orientation for volunteers either by including a brief mention of Head Start in the screening interview after the volunteer had started to participate in the program; by assuming that the volunteer knew about Head Start and needed no orientation; by telephone; casual meeting; by staff members; or combined with appeals for volunteers in Head Start. Some "designated persons" (responsible for the component) left orientation of volunteers up to someone in the components or as the teacher's responsibility.

Training of Volunteers other than Parents

Five Agencies evidenced a definite training plan for volunteers with follow-up procedures designed in such a manner that periodic conferences are scheduled to assess performance, needs, desires to transfer, and/or suggestions for improvement of how volunteer services can be used, and recommendations.

Three Agencies provided some kind of training for volunteers.

Six Agencies were somewhat below Performance Standards in this area and needed improvement.

Submission of Monthly Reports

Information obtained from the Agencies was compared with documented evidence obtained from GLACAA Accounting Division.

One Agency submitted the monthly report on time each month with one exception.

Nine Agencies submitted on time with a few exceptions.

Three Agencies submitted on time with up to eight exceptions.

One Agency had no recorded submission of report for three months.

Insurance for Volunteers

All Agencies provided evidence of Insurance Coverage for volunteers except one Agency. It was believed that this Agency did have coverage but no visible proof was given.

Conclusions

The Agencies varied in areas as well as degrees of strengths and weaknesses. Four were determined, by the evaluators, as exceeding Performance Standards in most areas.

Many of the Agencies need assistance in organizing for smooth component operation; regular meetings with other Agency Component Supervisors (separated from the Parent Involvement meetings); training sessions focused only on the Volunteer Component; and over-all coordination.

Recommended Actions

1. Many of the Agencies failed to keep adequate records and up to date files on T.B. Clearances for Volunteers participating in the classrooms.

   A Central file on these Volunteers should be maintained at the Agency's Central Office with the component Supervisor's full knowledge of where they are for reference at any time.

2. Regular monthly meetings should be held of all Agency Component Supervisors, with these meetings coordinated by a Grantee designated person.

   These meetings would relate to all aspects of the Component; the sharing of information; improving forms, etc.

3. It is recommended that the Agency component Supervisors or designated person re-evaluate the Component focusing specifically on the weaknesses and devising ways to improve.

   The evaluating sessions are to include representatives of all other components and will serve as a means for the Volunteer Component Supervisor to gain information about Volunteers in the Program (in general) as well as for this person to coordinate the component; submit adequately prepared monthly reports; and develop other resources based on needs.

4. The recommended monthly meetings referred to under #2 plus the evaluation sessions under #3 would be a beginning step in offering assistance to those Agencies requiring improvement in this component.

THE NUTRITION COMPONENT

Its Strengths and Weaknesses

and

Recommended Actions for Improvement

The consensus of those serving on the GLACAA Head Start nutrition evaluation team was that the experience was both informational and rewarding.

Parents and supervisors who participated gained new ideas and approaches to the nutrition component from visiting the various agencies.

Team members were generally impressed with the high quality of programs conducted by the delegate agencies, despite the handicap of limited working budgets and kitchen facilities. Also noted was a high degree of commitment by the nutrition supervisors to their particular programs.

This particular evaluation team owes a debt of gratitude to Edith Abrams, parent coordinator of the Parent Child Guidance Center, who arranged for most of the parent participation and transportation, in some instances on an emergency basis.

Several problems surfaced in a disproportionate number of agencies which indicate the low priority placed on the nutrition component by administrative, supervisorial and teaching staff.

This was reflected in the lack of team effort at some agencies to work cooperatively to attain the national Head Start objectives and comply with federal performance standards in this component.

As an example of spotty compliance, some teachers still refuse to eat the same food as the children and some do not even sit at the lunch table, despite continuous in-service training on the nutrition objectives. Others who do comply with these requirements fail to utilize realtime as a socialization experience and an opportunity to introduce and reinforce educational concepts.

Agencies where the administration stressed teamwork between all components have benefited through a more effective nutrition program.

Staffing patterns at many agencies reflected a limited awareness of the importance of nutrition education for parents. Administrators should give careful consideration to assigning to nutrition supervisors an aide to assist with parent education projects, particularly in the larger agencies.

Since Head Start is dedicated to the whole child and his environment, an effective nutrition education program for ADC parents could make a significant impact on the eating patterns of the families and subsequently on their state of health.

It is recommended that:

1. Immediate steps should be taken to include a nutrition supervisor slot in the next fiscal budget of the CLACAA Head Start program. This staff person could help alleviate many of the problems delineated in the nutrition team report through providing technical assistance to the delegate agencies. One such immediate problem is the divergence in food budgets between the 14 delegate agencies.

2. The CLACAA Head Start Division and the proposed nutrition supervisor for the funding agency should meet post haste with the delegate agency project directors to impress upon them the importance of the nutrition component in relation to the Head Start child and his family.

3. With the new awareness of Head Start administrators of the role of nutrition in determining good physical and mental health, the directors should immediately realign their agency staffing patterns to allot more slots to this component.

   With added personnel, the nutrition supervisors can provide more effective nutrition training for parents on an agency-wide level, rather than conducting spotty education programs due to limited staff.

   The added staff would facilitate more in-depth training of Head Start personnel in all levels--food service aides, teachers and supervisors. The nutrition component would be strengthened through a concerted team effort to achieve the objectives mandated by the Office of Child Development. This enriched training program should be initiated at the beginning of each school year and continued throughout the year.

   There is an abundance of resources in the community to utilize in organizing classes in nutrition, food preparation, budgeting and consumer education if a staff member is available to coordinate the program.

THE DELEGATE AGENCY ADMINISTRATION COMPONENT

Its Strengths and Weaknesses

and

Recommended Actions for Improvement

OVERVIEW

The evaluation form for delegate agency administration was divided into eleven categories, such as a general administration, personnel, fiscal management, etc. The categories varied in the number of items they contained, from one item, i.e., insurance, to as many as eleven items, i.e., personnel. This summary will discuss those items in each category where delegate agencies showed an overall good rating to indicate strengths or where delegate agencies received poor ratings indicating a weakness or need to improve.

GENERAL ADMINISTRATION

Strengths: All delegate agencies were able to provide written organization charts which meet or exceed performance standards. Thirteen out of fourteen agencies presented written evidence of regular supervisory staff meetings held with the Project Director, and twelve agencies presented evidence of regular general staff meetings for all employees. One agency was rated below standard for these meetings, not because the team doubted that meetings were held but because the agency could produce no written evidence, such as agendas, minutes, schedules, meeting notices or memos of said meetings, which was an indication to the team of a lack of proper documentation.

Staff morale was rated by means of individual interviews with a cross-section of staff members, usually consisting of 6 to 8 interviews at each agency. Staff morale varied among agencies from well above standard to substantially below standard. Eight out of fourteen agencies exceeded standard showing high morale, whereas only one agency was rated substantially below showing low staff morale.

Weaknesses: There were no items in this category where agencies generally received low ratings.

PERSONNEL

Strengths: All delegate agencies maintain locked files containing personnel records. The quality of contents of files and the efficiency of method for maintaining files were not evaluated.

All agencies designate a specific staff member to be responsible for personnel policies and procedures. In most cases, the person is a supervisor, and in some cases, the Project Director or the Secretary. The personnel function is an added responsibility for the staff member

to assume because there is no budgeted slot for personnel. This is a fuzzy area, and the delegation of the responsibility varies considerably among agencies.

Weaknesses: Salary ranges varied considerably from agency to agency, and no agency paid salaries which conform 100% to the approved Head Start Salary Schedules. Twelve of the fourteen agencies had several positions where salaries were above or below the range (Step I through Step V) for that position. Salaries at two agencies varied substantially from approved ranges. A list consisting of name, position and salary for those positions which deviate from approved salary schedules is attached to each agency evaluation form for future review.

Salaries at the majority of agencies, in addition, do not conform to the agency's own proposal or contract budget. Only three agency budgets reflected actual salaries being paid at the time of the evaluation. A list consisting of position, budgeted salary and actual salary is attached to each agency evaluation form.

Staffing patterns, also, deviated from the delegate agency proposal or contract budget at most agencies. Staffing patterns at only four delegate agencies conformed to the agency's approved budget. A list attached to each agency form contains the number of budgeted positions compared to the number of actual positions where differences occur.

The item for which agencies received the largest number of ratings substantially below standard was that one regarding the on-going revision of the personnel code. All agencies were able to produce a personnel code; however, nine agencies out of fourteen could not produce one which had been revised within the last year. Five of these agencies were unable to show any revisions at any time or to indicate that the personnel code is used as a working document.

The distribution of personnel codes to staff and interested parents varied among agencies to a greater extent than any other item on the evaluation form. While fully one half of the agencies were below standard, three agencies were rated as outstanding.

FISCAL MANAGEMENT

Strengths: All agencies met performance standards in the submission of accurate fiscal reports to GLACAA.

A report from the GLACAA Accounting Division indicated that monthly fiscal reports for all delegate agencies seldom require corrections. However, exactly one half of the agencies were considered to be below standard on the timeliness of their fiscal reports to GLACAA.

Weaknesses: At the majority of delegate agencies, the Accountant's comparative financial report to the Project Director was below standard as specified in the evaluation form. Only three agency accountant reports met standards: one exceeded standards.

POLICY MAKING GROUPS

Strengths: Thirteen out of fourteen agencies provided written minutes of agency Policy-Committee meetings to show that the agency PC met at least once a month during this program year.

The majority of agencies also provided documentation to show that the Board of Directors met each month, that the Project Director kept the Board of Directors informed about the Program, that the Board of Directors is composed to include adequate representation of the poor and that Board members take an active role in the decision-making process. In the above areas, only three or four agencies out of fourteen were unable to meet standards.

Weakensses: There were no appreciable over-all weaknesses in this area.

RECORD KEEPING

Strengths: All agencies with two exceptions met standards in maintaining records for an acceptable period of time (at least three years) and in maintaining written procurement policies and procedures. Implementation of procurement procedures was not evaluated.

Weaknesses: According to a report from the GLACAA Research Division, fully one half of the delegate agencies were late with attendance reports a sufficient number of days throughout the year to be considered below standard in this area.

INVENTORY

Strengths: Eleven out of fourteen agencies showed evidence of a physical inventory having been conducted during the last year.

Weaknesses: Only approximately half the agencies showed a good system of inventory control.

NON-FEDERAL SHARE

Strengths - Weaknesses: Although the majority of delegate agencies met the total dollar amount of their non-federal share as of March, 1973, per CLASP's report the types of contributions at the majority of the agencies did not correspond to the categories listed on their proposal or contract budget. Only five agency budgets listed In-Kind Contributions which corresponded to actual In-Kind Contributions received as of April, 1973.

REGULATIONS GOVERNING SITES

Weaknesses: All agencies except one were deficient in posting occupancy permits, fire permits and health certificates at the sites. Ten agencies out of thirteen had some but not all permits posted, and three agencies were rated substantially below standard with no permits posted at sites which were visited. The three sites visited by the team were selected by the delegate agency.

INSURANCE, FACILITIES, ENROLLMENT

No outstanding strengths or weaknesses were found to be consistent throughout delegate agencies in these categories, although weaknesses were found in approximately half the agencies in the areas of office space and space guidelines, written current leases for all facilities and full enrollment.

RECOMMENDATIONS

Where deficiencies were found at delegate agencies, what action should be taken to correct these deficiencies and what group should be responsible for such action?

1. Deficiency - Salaries do not conform to the approved Head Start Salary Schedules. There are wide variations of salaries at different agencies for similar positions.

   Action a) Our current salary schedules should be revieved this summer for inequities. The Administrators Forum Salary Committee should be reactivated. The Committee should particularly

review those positions where a large number of salaries currently being paid are below or above the current ranges. If possible, revised schedules should be approved and ready for implementation by September.

b) GLACAA should assure that all salaries at delegate agencies conform to new approved salary schedules. GLACAA staff should not approve any proposals, or issue any contracts where salaries do not fall within the salary schedule ranges.

Who 1) A Child Care and Development staff member should analyze current salaries compared to salary schedules for presentation to the Salary Committee.

2) The Salary Committee should include at least 2 GLACAA CC&DD Staff members.

3) Proposals and Contracts should be thoroughly reviewed by GLACAA Child Care and Development staff prior to issuance.

2. Deficiency - Delegate agency staffing patterns and salary deviate from proposals and contract budgets.

Action a) Delegate agencies should write proposals listing salaries which include increments to be given during the ensuing year.

b) GLACAA should not issue contracts unless they reflect actual salaries, revising proposal salaries if necessary.

c) Delegate agencies must submit budget modification requests to GLACAA and receive authorization from GLACAA prior to implementing any changes in either staffing or salaries.

Who GLACAA must closely review the budgets at proposal and contract time and also ensure that budget modifications are kept current during the year.

3. Deficiency - Personnel codes are not revised on an on-going basis.

Action a) Standing personnel committees should be established at all delegate agencies. They should meet on a regular basis (once a month or more often) throughout the year, to discuss personnel and to revise the code when indicated. The committee could be formed by either the Board or the Staff, or a combination of both, and should include parent representation. Committee recommendations must have administration, Board and PC approval before final adoption.

b) Codes must be revised annually according to changes or new policies adopted by agency personnel committees and approved by agency policy bodies.

Who The delegate agency should set this mechanism in motion and ensure its proper functioning. GLACAA should modify 1973/74 contracts to include these provisions as soon as possible. The January evaluation should include several items relevant to procedures for revising codes.

4. Deficiency - Personnel Codes are not distributed to staff and interested parents by all agencies.

Action a) Staff - Revised codes should be distributed to all staff at an annual orientation meeting at the beginning of the program year.

b) Parents - All official site representatives to the agency PC should receive their own copy of the code. Other interested parents should have the opportunity to obtain a copy.

c) A supply of codes should be maintained at the agency office for distribution to new employees and to interested parents.

Who Delegate agency administration must take the above actions. GLACAA must include provisions for distribution of Personnel Codes in delegate agency contracts.

5. Deficiency - Fiscal and attendance reports are often submitted late to GLACAA.

Action a) At the present time, GLACAA designates one date as the submission date for reports.

Two dates should be specified in the contract, i.e.,

due date - 5th of the month

delinquent date - 12th of the month.

GLACAA should notify agencies that reports are due on the due date, not the delinquent date and of our intention to enforce prompt submissions. Agencies would be notified shortly after the due date, whereas they are not now reminded of late reports until after the delinquent date has passed.

Who — The delegate agency is responsible for prompt submission of reports.

If the above action does not achieve timely reports, other enforcement procedures such as a penalty should be undertaken by GLACAA.

6. Deficiency - All delegate agencies do not have a good system of inventory control.

Action — a) GLACAA Child Care and Development staff should delineate to delegate agencies a system of inventory control for their use. Written procedures should be sent to all delegate agencies, the memo should give a time for implementation. The January evaluation should include several in-depth items on inventory.

Who — GLACAA Child Care and Development Division.

7. Deficiency - In-Kind Contributions are not accurately listed in proposal or contract budgets.

Action — a) It is not possible for proposals and contracts to exactly reflect the types of In-Kind Contributions which are collected during the ensuing year. However, budget modifications should reflect revisions in this area as well as reflecting changes in expenditures as the year progresses.

Who — The delegate agency administration should be instructed by GLACAA to make necessary budget modification requests which more nearly reflect actual In-Kind Contributions.

8. Deficiency - Occupancy, fire and health permits are not posted at sites.

Action a) GLACAA Child Care and Development staff must assure that agencies have all required permits for all facilities, including sites.

b) Fire Clearance must be obtained each year by GLACAA submission of written requests on behalf of delegate agencies to both the City and County Fire Departments for inspection of all sites in their jurisdiction.

c) Agencies should be notified by GLACAA that no sites may be occupied until after the three permits have been procured.

Who a) The delegate agency is responsible for obtaining all permits and clearances.

b) GLACAA should give technical assistance from staff and by offering the services of Mr. Peter Wartman to prepare material for occupancy or conditional use permits.

c) GLACAA should maintain up-to-date records and tickler files of expiration dates on all delegate agency Fire, Occupancy, and Health permits.

d) GLACAA should notify agencies of deficient sites, give a time period to correct deficiencies, and if not corrected by the agency in the allotted time period, should require that the site be closed.

e) The position of site coordinator is necessary to be added to the Child Care and Development staff to accomplish the above tasks.

9. Deficiency - Office space at all agencies does not meet space-cost guidelines. Many agencies have several central facilities, including offices, conference rooms, warehouses and kitchens which cost excessive rental amounts.

Action To notify agencies by memo of the guidelines, and to request compliance as much as possible, considering current leases and availability of suitable office space.

Who GLACAA to notify of intentions to enforce, and to give sufficient time for agencies to make adjustments.

10. Deficiency - Many agencies have verbal leases rather than written leases for their office and site facilities.

Action To require written leases for all delegate agency facilities.

Who GLACAA Child Care and Development staff to enforce.

11. Deficiency - Several agencies, as of April 30, 1973, were not fully enrolled.

Action There seem to be two major reasons for lack of full enrollment: 1) enrollment which falls short by just a few children indicates that children have terminated and the agency does not have adequate procedures to readily replace those terminated children with new enrollees; 2) enrollment may be short by a full class which indicates that the agency has not opened all classes allotted to them. This situation would pertain to those agencies whose allotment of classes has increased considerably during this past year.

Assistance should be provided to delegate agencies in both of the above cases to ensure full enrollment of children.

Who The delegate agency with assistance from GLACAA.

PRIORITIES - To be implemented in the order listed.

1. Permits - Fire, Health, Occupancy.
2. Salary schedules - adjustments to
3. Contract budgets - review to ensure that salaries and staffing patterns conform to new schedules and to delegate agency contract budgets - Enforce adjustment of any deviations.
4. Rewrite contracts to include:
   a) revision of Personnel Codes
   b) distribution of Personnel Codes
   c) revised Exhibit C, submission dates of reports.
5. Special Conditions to delegate agency contracts, or modification by written memo from GLACAA:
   a) Inventory control
   b) central office space costs

c) written leases
d) full enrollment

6. Devise local contribution in contract budgets.